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ABSTRACT

The Asia-Pacific Conference on Libraries and National Development aims to join positively in national modernization and to promote international cooperation by studying and talking about how the libraries in other friendly nations contribute to their countries' development. The 35 delegates from 10 countries engaged in discussions on the role of libraries and on the way a country grows and develops. At length, it was concluded that the library is the basic and serious tool to play a role far more important than any other fields in the nation's development. (Author)

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[Asia-Pacific Conference on Libraries
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PREFACE

Reality is for us to explore. The nation and society are constant objects of our exploration, and a brighter future will await us only when this exploration continues motivated by a newly developed historical consciousness and voluntary will.

It was only a decade ago that Korea emerged as a nation with a firm determination to build its own future after a long period of political disorder and poverty. In this world of rapid changes, it is generally believed that a human society should be led by production of higher knowledge, but nothing really desirable can result unless we are equipped with courage to put our belief into practice, armed with necessary policies and proper conditions, and then proceed to act toward our objective.

In this connection, it was very proper and timely action for us to invite the delegates from our friendly nations to the Asia-Pacific Conference on Libraries and National Development held in Seoul from 28 May to 30 May this year. The conference provided a good opportunity to exchange opinions on how the library could contribute to the national development, thus opening a new era of mutual cooperation in promoting the cultural diplomacy among the nations in the Asia-Pacific area.

On the other hand, the outcome of the conference promised us at least several important things; that we will be able to upgrade our national prestige by holding or participating in other similar international meetings, that the library will play a more positive role in our national modernization program by exchanging more rapidly and accurately the informations on academic and industrial technology, and that our nation may assume a leading position in the development of culturally more prosperous Asia.

In preparing and publishing this report, I owe a deep gratitude to each of the foreign delegations to the Conference, Ministry of Education, Ministry of Culture and Information, the American Embassy and the 8th U. S. Army Library. Grateful acknowledgement is also made for the devotions and cooperations rendered by the committee members, executive members, and general members of the Korean Library Association as well as by the staff of its Secretariat.

Chu-Chin Kang
President
Korean Library Association

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FOREWORD

We may say that a society is developed in proportion to the communication of knowledge and information newly produced. Needless to say, accordingly, the knowledge and information of a nation or a society must be exchanged or interchanged by some means or through some channel inside the culture.

Particularly in this age changing in a great tempo, more speedy, accurate and proper receipt, exchange and offer of information has become more indispensable.

It is believed, however, that a society's backwardness will not be eliminated fast, if such channel is not provided, or the prepared facilities are not effectively used, or the system or policy have been ignored because of lack of understanding.

It seems that the understanding of such facilities and organizations in our country is not desirable.

It is true that the library works in Korea are now in a great difficulty, because they do not understand well the library as a social educational organization, or as the information center for learning and technology in the society.

Our association has been making efforts for a long time, to develop the libraries in Korea and to spread them among people, emphasizing the effective use of libraries in various degrees, as a means of concentrating development of the people's knowledge and technology, which are necessary for promoting effectively the growth of the nation. In connection with this, we have sponsored to hold the International Library Conference, to join positively in the national modernization and further to promote international cooperation, by solving the hard problems confronting us, and by studying and talking about how, in other friendly nations, the libraries contributed to their countries' development.

The international conference was held in Seoul, Korea, for three days, May 28 through 30, 1969, under the subject, "The Role of Libraries in the Process of Modernization," where 35 delegates from 10 countries, including Korea in the area of Asia and Pacific (Australia, China, Indonesia, Japan, Korea, Philippines. Singapore, Thailand, U.S.A., and Vietnam)participated.(12 foreign delegates and 23 home delegates). In the conference, earnest discussions were made on the role of libraries on the way a country grows and develops, and at length it was concluded that the library is the basic and serious tool to play a role far more important than any other fields in the nation's development.

Further, after making resolutions that the library system of Asia and Pacific Area must be a member of the international net works, in which the information system is growing, that the possibility of regional cooperation by organizing the League of Library Associations in Asia and Pacific area, with the delegates of each country's library association, must be developed, and that each delegate must endeavor himself to reflect all the ideas reached on the government policy, the conference was closed.

PART ONE

A. THE ROLE OF LIBRARIES IN NATIONAL DEVELOPMENT

B. THE SOCIAL MISSION OF LIBRARIES IN ADVANCING SOCIETIES

1. Dr. R. C. Swank, Dean of Library School, University of California, Berkeley, delivered a paper as reproduced in Part II, Subject I., moderated by Mrs. Lee Pong Soon, Director, Ewha Womens University Library.

2. In the course of discussion, Mrs. Figueroa, President, Philippines Library Association expressed that the library materials which will give the public useful information should be well organized and well preserved by the librarians.

3. Mr. Cruz, Assistant Director of Philippines National Library, informed that as the result of the meetings held in Manila, many people became aware of the importance of cooperation among libraries, that the National Commission on Libraries was expanded to become the National Advisory Commission. The National Library is providing government and other publications to branch libraries and an inventory is being made for national and branch library holdings.

4. Mr. Sharr, from Australia, agreed on the national network principle starting from the bottom. However, he stressed the point that it is very important to educate the public to become aware of the importance of libraries and what benefit a library can give them.

C. KOREAN LIBRARIES: PAST AND PRESENT

Following Mr. Kang's paper (Text Part Ⅱ, Subject Ⅰ) many delegates reported activities of the library profession in their country and raised specific questions on Korean libraries. Discussions were made on following topics:

1. Need of a central government agency for guidance and supervision of library development in the country.

2. Need for the government's financial support for library development.
3. Need of public education for the recognition and use of libraries both by the government agencies and librarians.
4. Merits and demerits of large national central libraries and small national libraries by subjects.
5. Need of introduction of mechanical facilities into library operation and service.
6. Difference in the need and merits by country. A suggestion was made to consult Dr. Gelfand's report on Thailand as guidance for this problem.

D. THE GOVERNMENT ROLE IN LIBRARY DEVELOPMENT

1. Dr. Foster E. Mohrhardt, Director, Council on Library Resources, and past President, America Library Association presented a paper on the government role in library development, (Text Part Ⅱ, Subject Ⅲ) moderated by Mr. Lee Choon Hi, Associate Professor of Library Science, Sung Kyun Kwan University.

2. In the course of discussion Miss Nghi from Vietnam stressed the need of government support for national bibliographies.

3. Dr. Kim, Joong Han expressed the importance of securing leadership and many well qualified librarians. Dr. Asheim said that not only the people but also adequate jobs for them are needed.

4. Formation, level, constituents and the place of a national commission on libraries were discussued.

5. Mr. Cruz mentioned the importance of financial aid by the government and Dr. Morhardt comented that adequate service requires money.

6. Mr. Sharr from Australia mentioned the need for the support of the people who can influence politicians.

7. Mr. Choi Jae Hi stressed the need for adequate rewards and public recognition for librarians, and self improvement of librarians for better service to achieve public recognition.

8. Dr. Loathuntra mentioned the need for national support and to achieve such the librarians should support government officials to develop library policy, and to demonstrate what librarians can do for national development.

9. Mr. Nasution said that development of libraries, local and national, should be leveled and balanced well.

E. LIBRARY DEVELOPMENT AND INTERNATIONAL COOPERATION

1. Mr. David H. Clift, Executive Director, American Library Association, presented a paper on "Library Development and International Cooperation", (Text Part Ⅱ, Subject Ⅳ) moderated by Mr. Park Ke Hong, Librarian, Korea Institute of Science and Technology.

2. In the course of discussion, Mr. Sharr, Australian delegate, expressed that the important thing we get from international cooperation is the transmission of ideas,

current thinking, and the improvement of modality of ideas.

3. Mr. Cruz from the Philippines said that they have a special Asian collection for which they need librarians and assistance from Asian countries.

4. Dr. Mohrardt stressed the need for a unique and complete library system for each country and for such need the revival of AFLA might be an answer. He also mentioned, as an example for international cooperation, the Pacific Science Association which has a Science Information Committee for international flow and exchange of scientific information.

5. Mr. David Clift mentioned that in order to revive AFLA or form a similar organization IFLA would give moral support and encourage Asian librarians to activate themsleves and incorperate that organization into IFLA.

6. Mr. Chang Il Se raised a question whether UNESCO is willing to support an organization or federation of public libraries in Asia. And Dr. Laothutra answered that UNESCO needs assistance from all Asian librarians for the compilation of bibliographies which are being complied at her center and that UNESCO is willing to hold a meeting of all librarians in charge of these bibliographies.

F. COMMUNITY DEVELOPMENT AND PUBLIC LIBRARIES

1. Mr. Chang Il-se, Chief Librarian, Technical Services Department, Central National Library, Seoul, delivered a paper on the subject of Community Development and the Public Library as reported in Part II, Subject V.

2. General discussion followed the presentation of the paper. Miss Nghi of the Republic of Vietnam questioned if the people of the Republic of Korea have access to books published in North Korea.

3. Mr. Chang Il-se of Korea replied that the general public has no access although special research institutes like the Central National Library, the National Assembly Library or the Asiatic Research Library are permitted to acquire such publications.

4. Dr. Asheim asked how the public libraries in Korea could charge fees, whether done on transaction-to-transaction basis, or if it charges fees for using Micro (village) libraries.

5. Mr. Chang Il-se, in his reply, pointed out that Micro-libraries are not public libraries. Micro-libraries do not charge fees but receive contributions for expanding their collections. Mr. Park Ke-hong supplemented Mr. Chang's reply by explaining that public libraries charge fees to the users when they enter the libraries.

6. In reply to the question raised by Mr. Daniel T. C. Chang of the Republic of China, about the difference between public libraries and Micro-libraries, Mr. Chang Il-se pointed out that there are two different kinds of public libraries; one financed by public funds and the other by private funds. All public libraries have to meet certain standards in their facilities and organization. In view of the facilities, sizes of collections and staff, some Micro-libraries can be called privately-financed public libraries. But there is no direct relation between public libraries and Micro-libraries.

7. Mr. Cruz of the Philippines asked how Micro-libraries are administered by cit-

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ing the example that in the Philippines, the National Library gives the village libraries books and trains librarians, while the local government pays librarians. Librarians are required by the Library Law to study a few subjects on library science, but most of them are teachers assigned by the local school authority.

8. In reply, Mr. Um Dae-sup, Vice-President, Korean Micro-Library Association, explained briefly about how the Micro-libraries came into being:

"About 17 years ago, a program of traveling bookcases on carts, each bookcase containing about 20 to 30 books, was implemented in villages to provide free of charge books to village people who live far from any public library. This program, however, faced the problem of how to acquire additional books that villagers want to read. Therefore, efforts were made to enlighten the village people that until public libraries are established there is no choice but for villagers themselves to pay for additional books.

There are about 12,000 Micro-libraries at present of which one-third are financed by the government, another one-third by the local organizations and the remaining by private contributions.

Each Micro-library is owned by its reading circle consisting of people over 14 years old and run by a president and some officers who act as librarians. No fee is charged. However, funds are raised by ways fitting to the condition of each village, for example, by joint cultivation of vegetables, joint management of forestry or joint fishing."

9. Mr. Lee Churl-Hee, Director, Bureau of Social Education, Ministry of Education, ROK, added that his Ministry, being aware of the importance of the Micro-library program, has tried to assist it since 1964 and he expects that every administrative unit, which total some 30,000, will come to own a Micro-library in a few years.

10. Mr. Nasution of Indonesia inquired who select the books for the micro-libraries. Mr. Chang Il-se said that books are selected by selection committees consisting of private specialists appointed by the organizers of Micro-libraries without government involvement.

11. Miss Figueroa of the Philippines explained about the problem of raising the professional status of librarians. In the Philippines, librarians have to teach one or two subjects in order to have equal status to teachers. In the past years, it was difficult for librarians to get jobs unless they taught one or two subjects. However, if the bill to regulate librarianship in the Philippines which is now at the Congress is made law, a board of examiners of librarians will be established, which administers like the boards for medical practitioners or lawyers. All applicants then will have to pass examinations.

She further explained another bill which has been introduced to regulate the librarian's accountability for lost books. The government librarians thought that they should not be charged for book losses incurred during the working hours. She stressed that both bills have been worked out through cooperation among the members of different library associations in the Philippines.

12. Mr. Han Man-nyun, Vice President of the Korean Publishers Association, urged closer cooperation between book publishers and librarians, particularly in working out a code system in preparation for the forthcoming computer age. He also recommended that librarians should work out various model library catalogs according to the types of institutions such as primary, middle or high schools or urban and rural libraries. He stressed the importance of mailing or transportation of books and called for library cooperation in the campaign for lower postal and freight charges for books. Mr. Han also urged that the government should try to encourage book reading by setting aside a certain percentage of the government educational budget for book purchasing. He suggested that the Korean Publishers Association campaign for the establishment of a National Book Council could be reoriented towards the establishment of a National Book and Library Council if librarians would cooperate with publishers.

G. PROFESSIONAL LIBRARIAN EDUCATION AND PERSONNEl EXCHANGE

1. Dr. Lester E. Asheim, Director, Office for Library Education, American Library Association, presented a paper on the subject which was followed by general discussion. The text of the paper is included in Text Part II, Subject IV, of this report.

2. Dr. Kim Choong-han, who teaches library science at Indiana State University, noting the rapid pace of change which is taking place in Korea, stressed the importance of preparing librarians for possible new demands as a result of increasing information as well as trying to meet the current needs. He observed it necessary to reinforce the present curriculum for library science of the university library schools. He recommended that a separate curriculum at junior college level should also be worked out for training library assistant aids. Noting that there is only one post-graduate school for librarianship, at Ewha Womens University, he stressed the need for more post-graduate library schools in Korea.

3. Mr. Sharr of Australia, gave account of the Australian examples in professional education. He found the British pattern which has been followed in Australia up to present unsatisfactory in many ways to meet needs of librarians in the future. Eight years ago a university school was started, which took in people who already had degrees in another disciplines and gave them a one year course leading to a diploma in librarianship. They were recognized for professional qualification. It also offered a two year course after the diploma leading to a master's degree in librarianship. Not very many people have taken this course, however. Many are not satisfied that a one year course or even a four term course after a degree in another discipline is an adequate preparation for the librarianship of the future. Mr. Sharr pointed out that it is quite likely, virtually certain, that within the next two or three years, about half a dozen schools will be established, teaching librarianship as a academic discipline at first degree level and the proceeding will go on to higher degrees in librarianship. He saw the idea of librarianship as an academic discipline very new and thought the basis of discipline is information science, which,

unfortunately, has been used as a term applicable to special library work only. He thought that was not right. Mr. Sharr insisted that basically librarianship consists of the creating of meaningful interaction between a person and an idea. Therefore, the basis of professional education must be the study of people as individuals as well as in groups, on one hand, and the study of ideas or knowledge, on the other hand. He stressed the importance of mathematics in the study of the latter.

4. Mr. Nasution of Indonesia reported that some librarians working in libraries are teaching at the department for library science in the University of Indonesia. As regard to training high school graduates, he saw it impractical because all reference books available are in English whereas high school graduates are unable to use them. He added that Indonesian librarians are working hard in translating such reference books.

5. Miss Figueroa of the Philippines observed that the Philippines is in a better position in librarian education. Many graduates of university schools of library science have gone to Australia, Canada, the United States and recently have been attending conferences in Europe. When they return, the library associations invite them to speak or hold seminars to share with other librarians what they learned abroad. After reviewing the school system in the Philippines, she noted that the four year library science courses now offered at ten big universities in Manila and some provincial universities lead to bachelor of science degrees in education with a major or minor in library science. Only the University of Philippines offers a B. S. degree in library science.

She saw the problem as how to train librarians who are in the field, usually at public libraries, but never had formal schooling in librarianship. As a solution, in-service training is given before hiring for two to three weeks at the National Library. Summer seminars are also held for teachers, who are required to take courses in library science to work in libraries.

She noted that the professional status of librarians in the Philippines is high and all graduates are absorbed as companies and factories need, and can afford to pay for special librarians.

6. Mr. Gary D. Walter, Librarian, ROK Forces in Vietnam, representing the U. S, Army Special Services Libraries, recognizing the need of training young, energetic people in Korea, that training is expensive in terms of money and time, and the importance of such training as the basic step to improving library science and pledging their faith in the future of Korean librarianship, presented "a small check" to the Korean Library Association as a full schoolarship for a student studying at a recognized library school.

7. Dr. Asheim of the United States, in reply to the question about supporting staff, their status after training and wages, replied that in the United States until very recently, in-service training has been given to such staff in a larger library because the problem has always been that small libraries never have had sufficient staff to give this kind of training. An approach is being introduced in the United States

through training course at the junior college level which they call "library technical assistant training" or "library technician training". The problem, however, is no one can be sure what the contents should be when they are taught as general training for assistants of that level for all kinds of libraries. It is easy to identify when one wants to train the person for one's own library.

As to the status of graduates of these programs, Dr. Asheim said that this still is uncertain since larger libraries prefer to train their own and are not willing to give additional salaries and recognition to some one who has only a junior college degree of skill and technique. Many who have gone through programs are finding positions in smaller libraries or a large system of libraries where technical assistants could run a small branch or small unit within a system under the supervision of a qualified librarian at the central office.

Salaries would be a bit less than the first starting salary of a qualified librarian. A good technical assistant might, over the years, get to a salary slightly above the starting salary of a qualified librarian, but never would move into a professional job without additional education.

8. In reply to the question raised by Miss Nghi about training librarians for special subject libraries, Dr. Asheim mentioned two major steps being taken in the United States. One is to try to recruit for library school people with degrees in a subject field. He noted that because of the rise of special librarians and better salaries given for this double qualification of librarianship plus subject, they can very frequently bring into library school some one with a master's degree, say, in biology or health sciences. In some cases, it was tried to develop joint programs between the library school and the subject department. For example, a program for law librarianship is offered by the Law school of the University. In practice, however, people go into special libraries with some library background and pick up what they need to know on the job. This, however, is considered inadequate for the growing demands that are being made on libraries of all kinds. It is clear that subject knowledge plus librarianship are needed.

9. Prof. Chung Pil Mo, Chungang University, Seoul, observed the need in Korea for opening library science courses at junior colleges or junior teachers colleges as well as for workshops for high school graduates or junior college graduates to solve the shortage of junior librarians. He agreed with Dr. Asheim in giving librarianship training at post - graduate level and urged further specialization of the special library courses at Yonsei University and SungKyunKwan University. Questioning how many foreign languages are adequate for library science undergraduatesto take, he thought two or three at most. He pointed out that no one with a degree in natural science had ever come into the library school yet, which is causing problems in the field of information science and documentation.

H. RESOLUTION

The Asia-Pacific Conference on
Libraries and National Development May 28-30, 1969

The representatives and professional librarians from the freedom loving nations in the Asia and Pacific area—Australia, the Republic of China, the Republic of Indonesia, Japan, the Philippines, Singapore, Thailand, the United States of America, the Republic of Vietnam and the Republic of Korea gathered at the Academy House, Seoul, Korea to discuss the theme "Libraries and National Development" from May 28 to 30, 1969.

At this conference, what libraries can contribute toword modernization and national development has been seriously considered. Reaffirming the important role of libraries in the process of national development, it has been resolved:

That the government must recognize libraries as a national resource.

That in order to determine the extent of existing resources, a National Commission on Library Resources and Needs be established in each member country.

That all libraries from public, school and university libraries to scientific and technical libraries and national libraries be recognized for the role they play in a national network of information systems contributing to the modernization of the nation.

That in a modern society the library is not just a repository of books but rather an agency of communication, dissemination and stimulation of knowledge and ideas.

That the government must recognize the importance of printed materials to the effective function of libraries and the indispensable relations between library services and the local publishing industry.

That operation of libraries is as important as collections and facilities.

That professional education in the operation of libraries be provided a level commensurate with the high responsibility libraries must carry in our society, and that librarians be recognized as professionals in the field of public education, on a status equal to other educators.

That the government must recognize these responsibilities and pass legislation to provide adequate and continuing financial support as an important key to local and national development.

That the library systems of the area be integrated with the growing international network of information provided by libraries, and that as a first step in this direction, the representatives of the various national library associations be urged to explore the potential for regional cooperation through a federation of library associations of the Asia and Pacific area.

That each delegation is urged to reflect these resolutions to their respective governments for implementation.

We the delegates and participants express our sincere appreciation to the Ministry of Education, Republic of Korea, the United States Information Service and the Korean Library Association for hosting this significant conference.

PART TWO

1. The Role of Libraries in National Development
2. The Social Mission of Libraries in Advancing Societies
3. Korean Libraries: Past and Present
4. The Government Role in Library Development
5. Library Development and International Cooperation
6. Community Development and Public Libraries
7. Professional Librarian Education and Personnel Exchange

THE ROLE OF LIBRARIES IN NATIONAL DEVELOPMENT

by
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of Sciences

If we know how much progress a country has made in its system of libraries...the schools of the public...we can also tell about the cultural developments and the national power of that country.

Man began to have recorded history by the creation of writing, and his great desire to conserve thoughts, to accumulate experiences, and to realize ideals led him to cudgel his brains make books. In order to preserve these books for generations after him, man thought of establishing libraries. The cultural history of mankind has been inherited by means of books, and the existence of libraries made the preservation of books possible. Just as a person's brain is a container for his knowledge, so the library is the brain of the human race .

As the wisdom of the human race developed, man began to demand a perfect experience in his eagerness to seek the unknown world. In response to such a demand, the library played the role of a supplier of the necessary knowledge or experience. Consequently, the library has played the vital role of maternity ward for the history of mankind, which is a continuation of recording, preservation, and inheritance.

Even in the feudal age when the library was monopolized by the ruling class, it was the supreme source of human knowledge, although the benefit was limited to the rulers. The Library of Assurbanipal located in the capital of Assyria, Nineveh, the House of Books in Ancient Egypt and Mesopotamia, the Library of Alexandria with as many as seven hundred thousand books are just a few of the examples that can be found in the Western history of the library. To these examples we can also add the "Biseo-Seong", the name of the libraries in Ancient China and in the Koryo Dynasty and "Kyuchang-Kak" in the later period of the Yi Dynasty, all of them located deep in the royal courts.

Furthermore, the library was among the first things to seize in the lands conquered by the ancient kings. So the library, or the house of books, in whatever name it was called, was the most precious trophy of the conquerors. Xerxes I, the king of

Persia, seized the library of Athens which had been established by Pisistratus in 600 B. C., and removed it to his own country, but it was recovered to Athens by Seleucus Nicator in 280 B. C. In 167 B. C. Lucius Aemilius, then administrator of Rome, brought the books of Perseus Library into his country, and General Suller captured precious materials out of the famous Aristole Library when he conquered Athens.

From all these historical examples, we learn that men of the old ages strived to have libraries and even fought to take them. It might be because they wanted the library for some religious reason. But, above all, they wanted it because they knew that the library was an important instrument of national development, a source of knowledge, a source of wisdom, and a source of power for ruling the people. As the people at that time believed in the divine right of kings, the rulers of that age almost had faith in the library as an essential instrument of sovereign power.

Now, what would be the meaning of the library in this different age we live in? Today, we live in a world of complicated social structure, highly developed science, and floods of publications. We are not only required to acquire carefully selected knowledge and generalized information, but also we need to get more intensified experience, and that very rapidly. In other words, in this age of rapid changes, the goal of national development can be approached through the effective mobilization of all information available and maximum utilization of the wisdom derived from the generalized information.

Besides, the form of government we have chosen today is a democracy---"goverment by the people, for the people, and of the people." Therefore, the library of today is no longer something that is monopolized by a selected group of people. The library means much more to this present age of ours. As the power of a democratic nation derives itself from its people, not from a sovereign or any one specific person, the library is never limited to a small group of people. Now it is a place of public thinking and universal knowledge mobilized in a democratic, systematic, and effective way. This is why we have to place great importance on the role of the library as an instrument of national development.

Development of a society or welfare of a nation largely depends on the advancement of science and technology, of which the library serves as an intermediary. The library also serves as a point of circulation through which science and technology accomplish metabolism, the old constantly being replaced by the new.

As monetary circulation is very smooth in a society of economic stabilization, so a rapid distribution of technical information and academic knowledge is possible in an advanced country. This is why the developed countries are the vanguards of world culture today. Therefore, people of the developing countries must be fully aware of the fact that the library is one of the most valuable means of effectively achieving their national growth because, without the library we cannot be provided with the knowledge and information we need. It is a very encouraging fact to know that people of the underdeveloped countries of today are beginning to understand this and seek the benefit of the library as a main source of wisdom and experience in their attempt to expedite their national development.

In modern economic structure, industrial production is based on science and technology, and the advancement of science and technology brings about the expansion of the industrial production. However, constant research and study is being made in the field of science and technology, and in order to keep abreast of the current theory and practice, a nation must secure the best source of knowledge possible. Otherwise, the nation will not be able to successfully carry out the task of national development. Again, this is why we call upon the government to provide more assistance, more protection, and more concern for the library, an instrument of national development.

Now, let us look at the function of a library from a different angle. When a nation receives literature or technology from advanced countries, it must be ready to accept it, that is, to digest it and make it its own, because a hasty inflow of foreign culture may destroy the tradition of the society and result in confusion. Therefore, in the process of importing the advanced culture, people of an underdeveloped country should be so wise and intelligent as to minimize the confusion caused by the friction between the culture of its own and that of the advanced country. What they need, above all, is the capability to adopt the foreign civilization in a minimum length of time, so that the cultural development of their nations may contribute to national development on the whole.

Another important factor of national development is the improvement of social institutions, the way of thinking and the mode of life. Such improvements are attempted in many countries today, especially in the name of "The Second Economy" in the Republic of Korea.

An advanced society means society constructed by wise, intelligent, and capable people. The collective and intensive development of such wisdom, intelligence, and capability can be accomplished on the campus of the school of the public, an institution of social education. The more properly a library functions, the more harmonious developments will be obtained in the fields of politics, economics, culture, and society. It is to be regretted that we still find some government leaders who are inclined to give first priority of investment to the tangible items only. They think that national development is nothing but economic growth. To them economy means everything. But nothing is farther from the truth. Investment for a better library system is by no means a waste of money. Mr. J. K. Galbraith once said, "Education is a form of consumption as well as a form of investment." Yes, education is something we consume, as bread is. But at the same time, it is an investment from which we expect more production in the future, as we expect of the investment in the construction of a dam or the digging of a canal.

I believe the same can be said of the library. In the case of a man who is cured of a disease, there is no doubt that he gained his health at the price of the medical fee he paid. However, what we invest in the library will not give us any quick or tangible profit but will certainly bring us the highest benefits of social welfare, the most abundant rewards of national development.

THE SOCIAL MISSION OF LIBRARIES IN ADVANCING SOCIETIES

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I am greatly honored by your invitation to return to Korea, and I appreciate this opportunity to speak with you. I have heard that Korean librarianship has advanced greatly since my last visit to Korea in 1960. At that time, as I recall, the local librarians were busy, with the help of Robert Burgess, making a translation and adaptation of the Dewey decimal classification. I have visited other Asian countries more recently- the Philippines, Malaya, Singapore, Hong Kong, and Thailand, and I have seen the strides taken forward by a number of the countries represented here today. I think especially of the University of Philippines Library, the National Library of Singapore, the National Documentation Center at Bangkok, and the University of Malaya Library at Kuala Lumpaur. These, and many other libraries, are, I believe, destined to play a major role in the future processes of modernization in their respective countries.

When I think about the future role of libraries in any of our societies, I tend to accept the broad view that the libraries of any country-or, indeed, of the world-taken together, must come to be regarded as a major public resource, or public utility, in the same sense that telephone, water, and electrical power systems are regarded as public utilities. We all know that libraries are only one of several major media of communication, and a lesser dramatic one at that, but they are distinctive and indispensable in that the records of existing knowledge, in all media, are their particular social responsibility.

Let me elaborate the sense in which I perceive this responsibility.

From primitive times people have learned things and passed on that learning to succeeding generations. Much of it has been forgotten almost as soon as it has been learned, and has had to be learned over again, sometimes over again many times, if it was worth learning in the first place. What we call, very loosely, our culture may be viewed as that part of the total learning that has been remembered, and accumulated, and passed down to us today in each of our societies.

We learn this culture in many different ways. We learn from our parents, our teachers, and our colleagues. It is transmitted to us through the radio and other social instituions, through everyday manners and customs and through folk tales and the arts. Radio andtelevisionhave become major media for its dissemination, and this is where libraries come in it is available to us in various written or other documentary forms, books, journals, films, magnetic tapes, and so on.

Libraries and information centers, then are responsible for that part of the total learning, or culture, that has been recorded in some way, and can therefore be collected, stored, arranged, and found again, even after long periods of time, when but for the record it might be forgotten.

I don't know what proportion of the total learning of a people would be forgotten without the record, but I do know that advanced societies are distinguished by their dependence upon books, journals, archives, and data banks as sources for the recall of information that is not, and cannot, be carried in mind. The record, as has often been noted is a technological extension of the memory, both of individuals and societies; and the more advanced the society, or the greater the totality of learning, the greater is the dependence upon the record. The capacity of man's memory, unaided, seems to remain fairly constant, while the quantities of information that need remembering overwhelm him increasingly. The mission of libraries, as the institution to which society has entrusted the record, is to insure that this ever increasing proportion of the learning of mankind that can be "remembered," so to speak, only by means of records, is in fact preserved and made capable of recall at future times upon demand.

It is in this broad sense, then, that I perceive the future role of libraries as crucial to the advancement of our several societies. Indeed, it may be hypothesized that, in the long run, no society can advance beyond a certain point without effective access to its collective memory of record, conversely, an advanced society that loses control of the record would certainly regress. Huge sums of money are already being spent on the organization of scientific and technical information lest control of it be lost with disastrous results. There might well be along the way of social progress a critical point at which it becames at least as important to organize the oceanic mass of things already discovered as to feed the streams of new, or supposedly new, discovery. There are signs that we might already be approaching that point in the United States.

Another face of the role of libraries as public resources is equity of access to recorded knowledge by peoples everywhere. The total resource, that is, should in fact be public, and libraries should eventually provide realistic access to it from all points of local service. This is, I realize, a visionary goal, but I still think it is a valid one. The individual person's potential need for information should not be circumascribed by geographic, demographic, economic, or political considerations. The student, the teacher, the medical doctor, the scientist, or the business man in one country, or part of a country, has no less potential need of access to the total resource than does his counterpart in any other country, or other parts of his own country. It is the social mission of libraries not only to organize the resource itself for future recall upon demand but also to create systems for the universal dissemination of the resource systems that are responsive to demands from any local point of need.

We are a long, long way from achieving such systems, but the goal should be clear in our minds even now. The sharing of resources among a group of cooperating libraries, through inter library lending and borrowing privileges, is where we begin. Each library supplements the resources that areimmediately available to its clientele by drawing upon the collections of other libraries. I can envisage that we will end by conceiving libraries collectively as a single, comprehensive resource, with each library becoming an analytical, evaluative, or individualized local outlet, point of access to any part of the total resouree that is locally needed. A very significant part of the total would, of course, continue to be collected and shelved in the local library, but the balance between dependance upon the local collection and dependance upon more distant collections, at national centers, would shift more heavily to the latter.

Before any such service could become a reality, however, vastly improved communications among libraries at all levels would be necessary. Most importantly, the bibliographical information about all available collections would have to be organized centrally in order to make that information uniformly accessible to local libraries everywhere, whether by means of union catalogs distributed to local libraries or of computer terminals. It must become almost as easy for a reader in any library to search the catalogs of other libraries as to search those of his own library. And than, having learned what he wants, the reader must get delivery of the needed texts or information within reasonable periods of time, even from great distances. These, I think, are the two requirements for a system designed to provide equitey of access to the total resource for readers at all points of local library service.

It is not difficult to imagine, in a general sort of way, how such a service might come into being. We have seen telephone and electric power utilities begin with local services which, as the technology advanced, expanded into regional systems and eventually become linked into national and even international networks. Today, in many parts of the world, it is as easy to telephone a friend many thousands of miles away as to telephone one's next door neighbor. The local service has in fact become an effective outlet to, and inlet from, a comprehensive network. So today are libraries in many parts of the world forming local and regional systems, but they are still at the stage when long distance calls are difficult, exceptional, and practical only in emergency. But for libraries, too, the technology required for a comprehensive network is gradually being developed.

We are dependent, I believe, upon further technological advances in librarianship for the realization of our ultimate social mission. But the technologies, such as computer and telefacsimile systems, are only part of the problem. There are also complicated legal, economic, and political problems in establishing library systems and networks. For example, answers must be found to such questions as: By what legal authority does the library of one jurisdiction serve the people of another jurisdiction? Who pays for interlibrary services and according to what formulas ? Under whose direction does a regional system of libraries operate, and what is the extent and nature of his authority over the individual libraries in the system ?The process of social change that would enable libraries to become integral, if not dependent, parts of a comprehensive network could be painful and slow, and might require a great deal of experimentation at both the local and national levels.

At the national level the government has a crucial responsibility. I see that the role of the national government is the topic of another session at this conference, so let me say only that the total library services needed by any country are too great and too significant to society as a whole to be left to private or local initiative. The acquisition, the biliographical organization, and the accessability of the total library resources of a country are major public concerns, which require the active leadership and support of the government in the general public interest. Again, we perceive libraries as a public utility for the universal dissemination of that ever increasing proportion of the learning of mankind that is accessible only from the collective memory of record.

At the local level, meanwhile, experimentation should continue with the practical, down-to-earth problems of extending to all readers in a community the opportunity to learn about and to within reasonable limits, the resources of all libraries in the community. In California, for example, there now about nineteen regions in which the public libraries have formed cooperative library systems in order to pool and share their book and journal resources and to extend their services to all people of each region. The central coordinating agency is the California State Library. Following are some of the methods used by these systems:

First, union catalogs of the collections of all the libraries in each system are compiled, and in many instances these union catalogs are published and distributed, either in card or book form, to each library in the system. The reader in any library can then learn what books exist in all of the other libraries as well as in his own and can request books from other libraries in the system.

Second, communication methods among the cooperating libraries are improved. Telephones are more freely used. In some instances libraries are linked by teletype. One system in California is experimenting with long distance telefacsimile transmission. Almost all of the systems operate daily automobile delivery services among the cooperating libraries. Every reasonable effort is made to facilitate the transfer of messages and requests for materials and the delivery of books or photocopies.

Third, difficult reference questions, or requests for information, are referred from the smaller to the larger libraries of a system and the answers sent back.

Fourth, in some systems, centralized ordering and cataloging centers are being created in order to reduce costs, to standardize practices and to facilitate the publication and distribution of the union catalogs. An automated processing center at the California State Library is now in the design stage, and when or if, this center becomes operational, it will take over the processing services of all the regional systems of the state.

And fifth, the book selection policies of the libraries in some systems are being coordinated in such a way as to divide responsibilities for building strong collections in special subject fields. As bibliographical and physical access to the books in other libraries of a system are improved, it becomes practical to reduce the duplication of many types of materials and to increase the overall strength of resources in a system by acquiring greater numbers of unique titles.

Many other examples of cooperative systems in the United States could be cited in Colorado, Texas, New York, and elsewhere. In each instance, the cooperating libraries, taken together, tend to be viewed as a single resource that rightfully belongs to all the people of the region. In some instances, college, university, and special libraries are joining the same cooperative systems with public libraries.

These are the local systems, then, which, like the telephone systems, can eventually be linked together into national and even international networks, as the technology is perfected and as practical experience may indicate. These local cooperatives are, in effect, doing in a small way, at home, exactly the same thing that we say we want done in a big way by national library networks. They are experimenting, and learning, and getting ready, and they will be ready to function effectively as local outlets to the comprehensive national networks when, if ever, such networks become a reality. I doubt very much that there could ever be a successful national library network--I mean one that really opens the total public resource to all people--without there having first been created the local systems that can deliver the goods to the reader at whatever library he contacts in the network. There can be no network without local systems to be linked together.

I would like to close, then, with the thought that we all have to begin at home with whatever collections and methods are already available to us, to realize the future mission of libraries in advancing societies. The ultimate realization of this mission must await the further advancement of library technology, and the further involvement of the government in national acquisitional and bibliographical programs, but meanwhile we should begin to practice now, in our own backyards, the philosophy of service upon which our future mission will necessarily rest. Step by step, starting from the ground up, each of our libraries must be joined into systems that serve whole communities of people, in order that these systems may later be linked into national and international networks. Only then could the vision of universal access to the total library resource be realized, and only then could our advancing societies benefit most fully from that ever increasing proportion of the learning of mankind that can be recalled, and put to practical uses, only by reference to the collective memory of record.

KOREAN LIBRARIES: PAST AND PRESENT

by
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1. Preface

Some say that Korea is an underdeveloped nation, in politics and economy, while others say it is developing. In the same way, libraries in Korea may be said to be either underdeveloped or developing; that is to say, they are underdeveloped in view of the little number, collection and utilization compared with the population, and developing in view of the rapid growth of libraries.

Such a comment does not mean that the system of politics, economy and society of Korea was underdeveloped in the ancient time nor that there was no library in Korea in the past, and further it can hardly mean that culture and documentation were poor in ancient Korea. The underdeveloped status of Korean politics and economy means that the idea of individual freedom was brought in only recently, that industrialization was retarded in modern times, and merely that the popularization of the library was slow in progress.

In consideration of the above, we are going to review the past and present of libraries in our country and then speak of the current problems and future prospects of the library.

2. The Past

Korea has been favored in three ways in the aspect of culture. First, she knew early how to make paper which was so strong in quality that books made of the paper could be preserved for several hundred years. Second, metal types were invented for the first time in the world by Koreans, enabling them to print books in mass. Third, there were many authors. According to the General Catalogue of Ancient Books in Korea, which was published by the National Assembly Library in 1968, about 12,000 authors wrote books during 1,400 years, from 500 A. D. thru 1900 A. D.

Owing to the above three merits, Korea has been abundant in books. Besides the said three merits, Koreans traditionally respected books; as a result, many books, records and artistic items have been preserved in many places. Further, Korean people treated scholars preferentially with admiration for their academic achievements Naturally, such a tendency led the people to treasure books and distinguish the families of many scholars, who had large collections of books. Under the custom, now a considerable number of scholars have collections of 10,000 or more books. Accordingly, books have been relatively well preserved by such scholars. The unique source of classics which are displayed in the old book stores in Seoul are the offsprings of such scholars, for they sold their ancestors' personal collections.In most villages, there were "Sŏ-dang", the primary educational institution, and "Hyang-kyo", the secondary educational institution in each administrative area, and "Sŏ-won", for the high level education. All of them played a great role in preserving books, and in providing places to read them. Thus, in view of these various facts that Korean books have been relatively well preserved, it may be said that the ancient Korean library system was very effective.

Further, Korea had Sa-go(Storehouses for History)in many remote places, as the archives to preserve the nation's valuable papers and documents and books, protecting them from natural havoc and warfare. This shows a remarkable development of the ancient library system in Korea. We can say more of the library science already developed in Korea; for instance, in 1500 A. D, a bibliography entitled,**Hae**-dong-mun-hon-rok was compiled with annotated entries for approximately 670 titles, and the encyclopedia, Mun-hŏn-bi-ko on the nation's life and custom, was compiled and published in 1770, by the royal order. They must be evaluated as a part of modern library science. Thus, we cannot help but recognizing some developments made in some areas of the library and library science in this country, even though they were poor and still in the infantile stage as compared to the modern library.

In the Sa-go mentioned above, the actual records made by the royal order for the latter part of Koryo Dynasty and throughout the Yi Dynasty were preserved. The Sa-go system was intended as a perfect way of protecting national papers and books from disturbances and wars at home or from invasion. Though many changes were inevitable because of the Im-jin-wae-lan (Japanese Invasion) and so on, the following four were maintained until the end of the Yi Dynasty: O-dae-san Sa-go, Tae-baek-san Sa-go, hung-jok-san Sa-go and Chok-jang-san Sa-go.

It is also significant that a fine royal library, Kyu-jang-kak existed during the Yi Dynasty. Actually, it was not a library in the modern sense. The purpose of Chung-jo(1776-1800), the 22 nd king of the Yi Dynasty, in establishing it was to collect and preserve his ancestral kings' writings and poems, personal calligraphies, pictures, orders, lessons, genealogy and various books, and to assist his subjects academically to realize the ideal administration. So, a strict method was applied to the book borrowing system, allowing his high ranking civil servants only to use the collection optionally within the court.

The Kyu-jang-kak was transferred to the Central Library of Seoul National University in 1929 and is now open to scholars, with the following collection: 73,421 Korean books of 19,708 titles;65,568 Chinese books of 5,912 titles; total 138,989 books of 25,620 titles. It is not only precious data for the research of ancient Korea, but also the largest single collection of classics in the East.

The modern library was launched when new thoughts and Western civilization were imported in the beginning of the Tae Han Empire; that is to say, the movement to establish modern libraries was actively promoted by interested people in 1900. The Han-kuk Library in Seoul and a private library in Pyongyang were open to the general public. These two libraries may be significant as the very beginning of the modern library in our country. Then, Pusan City Library was established in 1901, the Chongno Library (then called Kyongsong Library) and Taegu City Library in 1919, and the Korean National Library (then called "Chosun-Chongdokbu Library) in 1923.

As for the Chongno Library, an individual, Mr. Lee, Bum Seung, established it with his own property in September 1919, recognizing the indispensability of the modern library. Though it was a great service to the public, it was transferred to the Seoul City (then **Kyong-song-bu**) in 1926, because of financial difficulty.

We have reviewed how libraries have been developed to serve the general public in Korea from ancient times.

3.The Present

PUBLIC LIBRARIES

It is true that the public libraries are far less developed than other kinds of libraries in this country. Though there are many reasons,the principal reason is that the whole nation or the whole society is still very poor in understanding the purpose of libraries, and the next reason is the Korean War, during which the people suffered adversity for more than three years.

Despite such objective conditions unfavorable to development, public libraries in the modern sense increased in number, several each year, as the new library science was imported, and the education thereof has been offered since 1957, serving the local communities.

Now, we will review the past and present of public libraries with the following details.

First, to tell about the number, we had only 12 public libraries in 1955, for a population of about 21.5 million, with a ratio of approximately 1.79 million per public library. Now more than 10 years later, however, the number has reached 59, showing the increase of 47 libraries which means 4.92 times increase, with the increase of an average of 3.6 libraries every year. Since the present population in South Korea is about 29 million, one public library is to serve 0.47 million people.

Second, to tell about the seating capacity of the public libraries, we had 1,784 seats in 1955, a ratio of one seat for 1.19 million people. Now, however, it has increased to 12,443 seats, showing an increase of 6.74 times. That will make the ratio of one seat to 0.23 million people. (The annual average increase was more than 800 seats.)

Lastly, to tell about the collection, all the public libraries had a total of 476,844 books in the collection in 1955, which means one book to 45 thousand people. According to the current statistics, however, the collection increased to a total of 864,402 books which means an increase of 1.81 times, raising the ratio of one book to about

33 thousand people. This means that there was an annual average increase of 33 thousand books, a relatively small increase. Above is the relative review of the past and present for more than 10 years, the tabulation of which is as follows:

NUMBER of LIBRARIES

Kind of library	1955	1968	Increase	Remarks
Public	12	59	4.92 times	
College	43	125	2.91 〃	
Special	15	111	7.40 〃	
School	149 (1962)	3,322	22.30 〃	As school library statistics started in 1962, they are not included in the total.
Total	70	3,617		

NUMBER of SEATS

Kind of library	1955	1968	Increase	Remarks
Public	1,784	12,443	6.74 times	
College	4,194	37,932	9.04 〃	
Special	526	2,772	5.27 〃	
School	18,065 (1962)	176,242	9.76 〃	School library statistics are not included in the total.
Total	6,504	229,389		

NUMBER of BOOKS in COLLECTION

Kind of library	1955	1968	Increase	Remarks
Public	476,844	846,402	1.81 times	
College	1,297,034	1,693,353	3.62 〃	
Special	187,372	1,113,857	5.94 〃	
School	403,528 (1962)	5,991,066	14.85 〃	School library statistics are not included in the total.
Total	1,961,250	6,653,612		

COLLEGE LIBRARIES

We can say that college libraries of this country developed faster than others in contents and appearance, advancing ahead of the others. Such remarkable development owes much to the Regulation on the Standard of College Establishment which provides for the facilities of college education, and promulgated by the Ministry of Education on Aug. 4, 1955. The annual inspection of colleges including their library facilities has led the colleges to improve and expand their libraries to meet the standard set by the Regulation. In the said regulation of standards is found a provision regarding the college libraries: "A college should be equipped with 30 or more books for each student, and 5,000 or more books for each department." This is the only legal regulation provided for the standard facilities of college libraries. Thus, the book collection of college libraries increased, and the college libraries expanded the facilities as the number of students increased in each college. The construction of a library in 1957 by Ewha Womans University was soon followed by new expansion of libraries in Chungang University, Sungkyunkwan University, Yonsei University, KyungheeUniversity and others, and now it is no exaggeration to say that college libraries created an epoch-making development in every aspect, in comparison with other kinds of libraries.

We will compare some points in the past and present of college libraries, as follows:

The number of college libraries is equal to the number of colleges, and they were 43 in 1955, but have now increased to 125 libraries, showing a 2.91 times increase.

The seats in the reading rooms 4,194 in 1955, but now are 37,932 showing an increase of 9.04 times. It means that one seat is utilized by 5 students, in consideration of the total potential clientele. The book collection 1,297,034 in 1955; now, however, it is 4,693,353, showing an increase of 3.62 times, approximately 24 books for each student.

Lastly, to speak of the library buildings, 44% are using independent buildings; the other 56% are attached to other buildings. The floor space available to a student is approx. 1.5 square feet.

SPECIAL LIBRARIES

In our country, special libraries mean other than public libraries, college libraries, and school libraries, in a broad sense, as follows: the libraries of various government agencies, research organizations, scholastic institutions, groups, industrial bodies, press agencies, armed forces, hospitals, reformatories, and for the blind.

Such special libraries were considered as supplementary facilities not directly related to the achievement of the objectives of the organizations, but to benefit the staff or employees of the organizations for their hobby or culture.

Recently, however, as research fields have broadened and scientific technology is developed, each enterprise or research organization made the special libraries directly participate in the development of new ideas and market expansion and service, through obtaining new information promptly and accurately, even by importing the concept of "documentation". Their concept of the library, as a center for such endeavours, is being realized, meanwhile making the facilities more useful. By the nature and size of the organizations which established such libraries, the form varies, and in accordance with the policy or principle of the management of such organizations, not only the structure but also the activities differ.

Now, we will review the past and present of special libraries in some aspects.

In 1955, there were only 15 special libraries in this country; whereas, it has increased to 111 now, showing an increase of 7.4 times.

As to the seats in the reading rooms, there were 526 seats, but now 2,772, that is, an incease of 5.27 times. Lastly, to speak of the book collection, it was 187,372 but now 1,113,857, showing an increase of 5.94 times. It is clear from such figures that special libraries developed very remarkably in a little more than 10 years.

The libraries of the Korea Research Center, National War Academy, National Industry Research Institute, National Central Educational Research Institute and Institute of Asiatic Studies of Korea University are representative of libraries exercising library functions in specialized fields.

Attention should be called to two developments which are closely linked to the activities of these special libraries. One is the inauguration in 1962 of the Korea Scientific and Technological Information Center for the investigation, collection and propagation of scientific and technological information. A cooperative venture of the UNESCO Korea Committee and the government, KORSTIC now holds more than 1,000 kinds of foreign science journals for the purpose of supplying scientific information to academians and research institutes. It has personnel now doing bibliological work. The institute aims at eventually achieving the status of a specialized library.

The other is related to the library of the Korea Institute of Science and Technology. Agreement was reached between the Presidents of Korea and the United States in 1966 on the establishment of this library and actual construction work began in 1967. Librarians have been dispatched to the United States for training and books and publications are now being purchased with a fund of $500,000. By the projected opening date in October this year the library plans to procure 1,200 kinds of important foreign scientific journals and over 30,000 books. Of the foreign scientific journals, more than 400 are said to have back files extending to 10 to 15 years.

The library is currently undertaking analytical work on scientific and technological information and plans to open its service facilities to the academic and industrial circles. Together with KORSTIC, this library will make up the two most modern science and technology libraries in Korea.

In addition to the people living in Korea, we have more than 50,000 Koreans, military and civilians, in South Vietnam, assisting that nation to fight communism, much as we were helped in 1950 by freedom loving peoples of the world. As our first line of defence against communism, our soldiers in Vietnam must be well informed. It is for this purpose, as well as for recreational purposes, that 168 Korean Army libraries have been established in Vietnam. Since January of this year, 140,000 books have been sent to Vietnam. In addition to books, we have sent 10,000 magazine monthly, as well as a total of 18,000 phonograph records. Some of these libraries are small, with only 300 titles, but the command library has been established with 3,000 volumes, and we are just beginning.

SCHOOL LIBRARIES

We regret that a standard of school libraries has not been provided in the library law of our country. In Article 25, Paragraph 1, of the library law, we can find a clause: "Primary schools, middle schools and high schools should have reading rooms or a library." Paragraph 2 of the same article states: "The standard facilities of school libraries shall be provided separately by Cabinet Order," and in the enforcement regulation of the same law: "The standard facilities of the school libraries of Article 25, Paragraph 2, will be in accordance with the Standard Facilities Ordinance of each level of school."

These are all the regulations provided therein.

Without such a powerful regulation as the standard facilities for colleges, the school libraries have been delayed in development; in fact, it is generally inactive.

However, when we review recent facts, we can find considerable development made in such fields as the school library movement and the activities of the regional counsel for school libraries and so on. First, we believe that the endeavors of the librarian-teachers, who are in charge of the school libraries, the principals of each school and the understanding of affiliated organizations caused such development.

In the past, "a quiet place" was the first condition required; as a result, school libraries were erected in a calm place far apart from the main school building. Now, however, such a library in an isolated annex building is not so welcome. To illustrate more specifically, it is customary that if the school building has three floors, the library is located on the second floor; and if it has 2 floors, on the first floor. Only the fact, the so-called "Greatest access for the greatest number," will be enough to show the evident difference between the past and present. We believe, therefore, that school libraries wil be better developed before long.

Next, the Korean Library Association has been issuing statistics on school libraries since 1962, which show a definite improvement of school libraries year after year.

Lastly, to speak of the number of school libraries, the seats in the reading rooms, and of the book collections, there were 149 school libraries in 1962, whereas there are now 3,322, showing an increase of 22.3 times in 7 years, an average increase of 453 libraries every year. The seats were 18,065 in 1962, but now there are 172,420, showing an increase of 9.76 times. The book collection was 403,582 in 1962, whereas now there are 5,991,066, showing an increase of 14.85 times, an average increase of approximately 800 thousand books every year.

VILLAGE LIBRARIES

Though we do not recognize the village library as a normal one, they are introduced here, because of the active service they do for the reading life of the rural people in the farming and fishing villages.

The village library is a reading facility for the people of the farming and fishing villages. They are playing a great role in forming the reading habit for the rural people and in advancing their daily life at present, when public libraries are insufficient in the country.

The village libraries have spread over the country since 1960 when Mr. Uhm, Dae Sup, vice president of the organization, devised the system and poured his personal property into it. Overcoming various difficulties, he has made exceeding efforts; as a result, now village libraries number 12,112, as of the end of December, 1968, with a collection of 766,657 books. Now, recognizing the necessity of the project, our government has subsidized them with 8,550,000 won in 1969.

The number of the village libraries in each province are as follows:

25 in Seoul; 74 in Pusan; 2,269 in Kyonggi Province; 1,007 in Kangwon Province; 547 in North Chungchong Province; 1,145 in South Chungchong Province; 707 in North Cholla Province; 1,460 in South Cholla Province; 1,895 in North Kyongsang Province; 2,786 in South Kyongsang Province; 197 in Cheju Province; 12,112 in all.

TRAINING INSTITUTIONS FOR THE PROFESSION

Librarian education is classified in our country as follows: regular university library science courses (including the graduate school), special courses, and the library business practice course.

Accordingly, it may be said that when the library science course was established at the university level in Korea, the modern library was first imported to Korea. In fact, the library science course (as a minor course) was opened for the first time in Korea in the College of Liberal Arts & Sciences of Ewha Womans University in 1955.

Later, in 1957, the regular course of library science was opened at Yonsei University in cooperation with Peabody Teacher's College in the United States, and was followed by several other universities in succeeding years. Since 1961, the following numbers have graduated from the regular college course of library science: 239 from 9 classes at Yonsei University; 353 from 7 classes at Ewha Womans University; 70 from 3 classes at Chungang University.; 58 from 2 classes at Sungkyunkwan University: 720 in all. Those who obtained the M. A. degree in library science are 7 from Yonsei University, and 12 from Ewha Womans University.

As for the special course, there are two courses each year: the Hankuk Institute attached to Yonsei University, and the Hankuk Librarian Training Center attached to Sungkyunkwan University, from which 188 (Yonsei) and 128 (Sungkyunkwan) were graduated since 1957.

To train librarian-teachers, Yonsei University, Ewha Womans University and the Korean Library Association held lecture sessions and 807 teachers have been trained as of 1969.

Besides the above, the Korean National Library and the Korean Library Association prepared special lecture classes for the working groups of various libraries, 320 hours or 160 hours, in order to make them qualified as librarians or assistant librarians, in accordance with the library law, and 660 persons were trained during the period 1955 through 1964. Thus 2,931 librarians have been trained through regular courses, special courses, or lecture sessions.

From now on, the young and capable 130 and more librarian graduates to come from the four colleges every year will go into the library fields.

KOREAN LIBRARY ASSOCIATION

The past 16 th of April was the 14 th anniversary of the Korean Library Association. After World War II, some interested people planned to organize a library association, and on the 30th of August, 1945, the Chosun Library Association was organized under the chairmanship of Mr. Bong Suk Park. Though it began work from Oct. I the same year, with a signboard hanging at the Korean National Library, nothing concrete was ever promoted. However, at the general convention, held on April 21, 1947, a president, a managing director, a board of directors (12 members) and a secretary were chosen.

From its inception, the Chosun Library Association re-organized the entire library system in Korea, promoted many activities for library development. Because of the Korean War, which broke out on June 25, 1950, however, the function of the Association was completely paralysed again.

Establishment (in 1955)

As mentioned above, there was a library association. During the Korean War, however, Mr. Jai Wook Lee, president, and Mr. Bong Suk Park, managing director were kidnapped and many key members of the association transferred, resigned or became missing. As a result, a general convention could not be convened under the name of Chosun Library Association after returning to Seoul. It was inevitable for us, there fore, to organize a new body, the Korean Library Association, at the meeting of the representatives of all the libraries in Seoul on March 16, 1955. Then, the Korean Library Association was formally established on April 16 of the same year, during the General Meeting for Establishment at the Korean National Library.

THE PROBLEMS AND THE PROSPECTS

Today, Korea is making rapid progress in the political, economic and social fields. Libraries are also undergoing a process of rapid modernization in keeping pace with that progress.

The Library Law which was promulgated on October 28, 1963 provided an institutional basis for the development of the nation's libraries. Another epoch was made in the history of libraries of Korea on November 26 of the same year when the National Assembly Library Law was enacted and promulgated.

These legislative measures reflect a growing realization of the importance of libraries in our national live. The number of libraries is increasing at a rapid pace, and with the establishment of the department of library science at a number of universities in recent years, a large number of librarians are being trained and sent to the society. Library service is improving in quality and increasing in scope.

As pointed out earlier in "the Past and Present of Libraries in Korea," there is still a great number of problems which will have to be overcome before the nation's libraries are able to exercise their given functions fully. The problems are the establishment of managerial structures of libraries, the recruiting and assignment of personnel, budgets, facilities, the training and financing of librarians and other problems common to libraries everywhere. Also, there are institutional and policy problems pertaining to the introduction of a modern central library system, the creation of facilities, standards for school libraries and assignment of teachers of librarianship to schools.

Efforts are currently being made by both the govenment authorities concerned and professional librarians. So, the nation's libraries are expected to arrive before long where now the advanced nations stand to make outstanding contributions to the enhancement of Korea's national culture.

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THE GOVERNMENT ROLE IN LIBRARY DEVELOPMENT

by
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Mr. Chairman, Distinguished guests, Delegates and observers. How honored I am to be here with so many well known coleagues from this important area of the world. The timing of this conference is ideal since it occurs just when there is the greatest library interest in history and how fitting that it should take place in Korea, the place that scholors have now identified as the birthplace of printing, and we meet here now in 1969 in era of history that is called "The age of information." Never before has information been such a constant and basic element in life of every individual. Life has become so complex and changes so continuous that information is a basic need for survival.

We are witnessing a world wide recognition that people at every level need accurate, up to date, readily available information to carry on their activities. Government officials now recognize that our doctors must have the latest research reports and techniques to provide proper medical care. Yes, workers at every level whether operating machines, repairing equipment or constructing bridges must have a constant supply of information. The research worker, the student, the teacher, the government official—every occupation calls upon us for services that we as librarians are uniquely prepared to furnish. They not only want this information but they want it faster, in greater quantities and in more languages than ever before. In an age of experts we are the profession trained and experienced in locating, acquiring, indexing, storing-and then most important - providing the exact information to the individual when he needs it. All of this is obvious to us, but it has taken decades for government officials to evaluate properly the major role which the library plays in education, business, government and research as well as the cultural life of the country. Libraries are a major intellectual resource - and a resource that must be supported and developed.

Every country is trying to develop and expand its work in science, industry and technology. As this occurs, there is an immediate and urgent need for books, reports, journals, abstracts and indexes to aid researchers and workers. Where libraries have not been able or willing to meet these needs, special documentation or science information services have been developed. However, whatever they are called, they are based on and a part of library services. Hence, my discussion includes all of these services as part of the total national library responsibilities. You may feel at this point that I am spending too much time on the justification of libraries as essential national services. I feel strongly that we have neglected in the past to determine our essential position in the nation's development and we have failed to insist that our needs be heard and discussed. Too often we have wanted legislators to support libraries because we as librarians thought they were needed. For too long libraries have been considered to be the special aids of scholars, students and those with special cultural advantages. Now there is a recognition that in a healthy, growing, dynamic country, the library and the librarian must become more active agents in making the library available and essential to all people.

We as practical librarians recognize this as our ideal - an ideal that can only be reached by governmental interest and support at the local and the national level.

Look at your own country - doesn't the government support education, social improvement, scientific work, agricultural development, medical care and industrial expansion? The library contributes to each of these programs and the library deserves the same interest and support as these other national responsibilities.

What then do we expect of the government? There is a different answer for every country. However, there are some guidelines that may be helpful to all of us. I can suggest three basic ways in which the government can help libraries. The first and most common is through public statements by high officials recognizing the national importance of libraries. We should not underestimate the value of these statements. They stimulate public interest and they also provide a base for more practical help. You should encourage and aid such statements.

The second important governmental aid is through library legislation. In this step as in the first one you can benefit from studying what has been done in other countries - but always adapted to your own conditions. The third aid (or role) is the one most eagerly sought for - financial support. These three stages might be called the "Support Role" of the government.

The government also is responsible for an "OPERATIONAL OR FUNCTIONAL ROLE." Here we look at the kinds of services that receive government support. They include:

1. A national library or libraries.
2. Libraries serving government agencies.
3. Nationwide aid to local, university and other non-governmental libraries.

Generalizations are dangerous, but I shall make some statements about these three areas that will, I hope, stimulate discussion. As we develop programs in our countries we should recognize the great changes that have taken place in the past ten years in the purposes of the three functions.

1. The national library

Where once there was the expectation that a national library in each country would be a depository of all significant publications from every part of the world, there is now a realization that no library can acquire or maintain the world's publications. What then can we expect from a national library? I suggest that the government should support the efforts of a national library:

1) To identify other major libraries and establish closely integrated programs with them. For example a national library might recognize the national responsibilities of a governmental agricultural or medical library and cooperate in their acquisitions, cataloging and service programs.
2). Provide efficient centralized cataloging.
3). Plan for comprehensive bibliographic services.
4). Maintain an interlibrary loan service.
5). Acquire as widely as possible and then make certain that a copy of all important world publications is available some place in the country.

2. Federal libraries

Strong libraries must be supported for the ministries, agencies, bureaus or depart ments of the government. Some of these may, when practical, develop nationwide services.

3. Nationwide aid to other libraries

This is the national role that is the last to be recognized and supported. Support for public, school, research and other libraries is gradually being provided by national governments. It should be recognized as co-equal in importance with support for social welfare and education.

Up to this point we have been exploring the fundamental interest which a government must have in libraries and the basic relationship of the library to national progress and development. Now let us explore more specifically some practical national need and guidelines for determing the type of library system or systems that might be useful. Dr. Pyeng-Do Yi, President of the Korea National Academy of Sciences in his keynote speech yesterday gave one of the most powerful presentations of the national need for libraries that I have ever heard.

You will recall that he spoke with great feeling about the need for libraries in scientific and technological development. An example of an area of universal concern is that of food science and technology. Every country today gives a high priority to developing a measure of self sufficiency in feeding its population. Everyone agrees that this is a national responsibility. It is further agreed that the government must support research and development in all aspects of food and nutrition. As research programs develop it is found that the four major food science areas, basic foods, applied technology, production and consumption are concerned with over 200 major subject fields. As research and education are carried out there is a need for publications in human and veterinary medicine, nutrition, biology, mathematics, chemistry, engineering, physics, packaging, marketing analysis, handling and storage.

What appeared at first as a limited subject field is in fact a highly complex area calling upon many disciplines. Probably there is no single library in the world today that can meet the needs of research workers in this one special field. I should like to stress again what was pointed out yesterday - all national planning today must give priority to the sharing of library resources. You may call it national networks, national systems or information exchange. We have now identified another role for the government - that of "national planning for library services." Only the national government has the responsibility, interest, authority and resources to establish a system that will assure the food scientist, or any research worker, student, technician or other citizen that he will have available to him the intellectual and informational tools needed in his work. You may find this statement too broad or too strong for you to accept. I hope that we can discuss it frankly.

Perhaps I feel so strongly about this responsibility as a result of recent developments in my own country. It may be helpful to report briefly on our National Advisory Commission on Libraries. This information is provided to show how one country is trying to identify the role of its government in library development. It is not proposed as a prototype for other countries.

In 1966 President Johnson appointed a "National Advisory Commission on Libraries." The chairman was a university president and most of the members were non-librarians. They were scholars, scientists, lawyers, publishers and representatives of the general public. For two years they carried out personal visits to every part of the country, supported extensive research studies and examined in detail the library needs of the country. Then in October 1968 they presented their report and recommendations to the President. The report is available and may be of interest to you as a type of library study. The report includes "A national library policy" that says in part:

> Recommendation: That it be declared National Policy, enunciated by the President and enacted into law by the Congress, that the American people should be provided with library and informational services adequate to their needs, and that the Federal Government, in collaboration with State and local governments and private agencies, should exercise leadership in assuring the provision of such services.
>
> It is now clear that library services are needed, to greater or less extent, directly or indirectly, by the entire citizenry of the country. Such services are increasingly essential for education, scholarship, and private inquiry; for research, development, commerce, industry, national defense, and the arts; for individual and community enrichment; for knowledge alike of the natural world and of man - in short, for the continuity of civilization on the one hand and increasingly for the preservation of man's place in nature on the other.
>
> It is also now clear that these needs can no longer be met by spontaneous independent institutions having merely local responsibilities and claiming merely local support.

The report further recommended:

1. That a National Commission on Libraries and Information Science be established.
2. That the Library of Congress be made "The National Library of the United States.
3. That a Federal Institute of Library and Information Science be established.
4. That the U. S. Office of Education Library Office be strengthened.

5. That state library agencies be strengthened.

Its summary of objectives includes these suggestions that might be considered by all countries:

That the American people should be provided with library and informational services adequate to their needs, and that the Federal Government, in collaboration with State and local governments and private agencies, should exercise leadership assuring the provision of such services.

Objectives for overcoming current inadequacies

Provide adequate library and informational services for formal education at all levels.

Provide adequate library and informational services for the public at large.

Provide materials to support research in all fields at all levels.

Provide adequate bibliographic access to the nation's research and informational resources.

Provide adequate physical access to required materials or their texts throughout the nation.

Provide adequate trained personnel for the varied and changing demands of librarianship.

Most simulating to me was a general tribute to libraries made by this distinguished groups after spending concentrated effort in examining our profession.

A library—— great or small, privately or publicly supported--has two major and unique functions. First, it makes possible meetings of mind and idea which are not limited by our normal boundaries of time, space, and social or economic level. An effective library gives us the option of moving to the far side of the world, to the fifth century B. C. or to the company of prophets and princes. And we do all this, not by the transient means of fantasy, but by the enduring power of our own human awareness. We can become more than we were; we can, if we wish it, increase our individual stature as well as our public effectiveness.

To say this is to suggest the second great function of a library. It is the institution in our society which allows and encourages the development, the extension of ideas-- not their passive absorption, but their active generation.

LIBRARY DEVELOPMENT AND INTERNATIONAL COOPERATION

by
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The libraries of many countries practice cooperation within their own countries, for they feel cooperation is the key to better and more extensive library service. Cooperation is a means by which large libraries can help smaller libraries through the sharing of resources and, in some instances, staff.

There is today a very real need for more library cooperation among nations. There is a need to have better bibliographical knowledge concerning books and other library materials published in many of the countries. In areas where such controls are lacking, we need some mechanism by which librarians of one country can help the librarians of another country acquire needed publications — something like the assistance we received in the United States from libraries of other countries in the operation of the Farmington Plan.

The less well developed countries of the world are in need of bibliographical assistance to help build up their collections and they need also books and materials on library service in other countries.

I mention the need for books on library practice because many countries are seeking to improve their library service — and they can benefit from experience in other lands—benefit from mistakes and from successes.

Education is constantly expanding with a consequent widening of interests and thus, in many countries, there is a desire on the part of the people to learn more about the cultures of other countries-- and so we find interest in German studies, Brazilian studies, American studies, Asiatic studies.

Finally, in this brief mention of some of the areas in which we need increased library cooperation among nations, there is the need for more compatability in the cataloging, the classifying, and the indexing of books— so that what is published inone country can be better used and evaluated in other countries.

The various international organizations and associations have programs which try and meet these and similar needs.

UNESCO, for example, is providing much assistance. UNESCO, originally, had four main objectives:

The improvement of bibliographical services;

The promotion of public libraries;

The promotion of international conventions to facilitate the free flow of all forms of communications; and

The development of the international exchange of publications.

These objectives have, through the passage of time, been extended to include since World War II-- the establishment of bibliographic centers, the encouragement of national copyright laws, improvement in cataloging practices-- to mention a few.

The International Federation for Documentation(FID) was founded in 1895 as the Institute International de Bibliographie.

It has devoted itself to problems of documentation, classification (especially the Universal Decimal Classification), document reproduction, information services--and, more recently, mechanical and electronic storage and retrieval of information.

There are, also, special international associations of agricultural libraries and documentalists, law libraries, music libraries, and the International Council on Archieves.

The International Federation of Library Associations was founded in 1929. Meetings of IFLA's Council are held in a different country each year; it will be held in Copenhagen in August 1969.

IFLA's accomplishments have included agreements on an international interlibrary loan system; agreements concerning the limitations of prices of periodicals; cooperation with UNESCO; and attention to a very large number of practical matters of international librarianship.

To this brief and incomplete list of international organizations and associations in library services and librarianship, one needs to add, of course, the Asian Federation of Library Associations-- founded in the late 1950's. I hope that members of the audience will comment on this Association during the discussion period.

I am sure that in our host association-- the Korean Library Association-- there is interest in, and work with, these international organizations and associations--and, perhaps, we will hear about that later, too.

The American Library Association, of which Dr. Mohrhardt is the distinguished Immediate Past President, has been officially interested in international cooperation for 92 of its 93 years of existence-- for it was represented at the founding of the Library Association of England during the first year of its life-- in 1877.

The ALA has continued and expanded its interest and participation in international library affairs. Today it has two units that are responsible for its international library cooperation - its International Relations Committee, which is a membership unit and the International Relations Office, which is part of our national office headquarters.

The International Relations Committee and the International Relations Office are concerned with the improvement and maintenance of the quality of library resources, services, and personnel in countries beyond the borders of the United States and Canada. The Office serves as a source of advice and assistance to universities, foundations, library schools, librarians, and others concerned with library development abroad. It assists foundations and other agencies to identify well-qualified American librarians for overseas service, furnishes information to librarians abroad, and at the request of American and foreign officials, reviews library development programs and provides professional counsel on such plans.

I should add that we have, within ALA, a third unit that is becoming active in international library cooperation. This is the Library Technology Program.

The Library Technology Program is organized to search for ways by which modern technology and scientific management can improve library operations and services. To this end, it evaluates library equipment, supplies, and systems, and conducts systems studies; works on the development of new or improved items of library equipment and promotes improvements in existing equipment; develops performance standards for library equipment and supplies; and continues with its information service to the library profession.

Within the part few years, the LTP has encountered several areas of cooperation outside the U. S. and today, it consults regularly with librarians, libraries, and associations in other countries.

It might be very reasonable to ask at this point why it is that we librarians have this wide interest in international cooperation. I am not sure of all the answers, but here are a few possible answers.

The nations of the world have many common aims that are exemplified in librarianship and library service -- Libraries help in the communication of ideas; they exist to help educate the people of a country at all levels from the cradle to the grave ; they are the basis upon which research, which benefits everyone, rests.

We share many common problems- the education of librarians, the search for public recognition and support, the difficult task of providing the right materials at the right time.

Many of these problems can be attacked -- and solutions slowly found -- through the librarians of all countries working together.

There are many questions which I think this group of librarians might consider. Let me put to you for your consideration:

1. What are your needs that might be helped by more cooperation with other nations?
2. How can you aid other nations?
3. What does the Korean Library Association, e. g., expect from international associations?
4. What is the role of the Asian Federation of Library Associations?

COMMUNITY DEVELOPMENT AND PUBLIC LIBRARIES

by
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1. CONCEPT OF PUBLIC LIBRARIES

a. Public libraries as one of the institutions of continual education.

Especially since the end of the nineteenth century and the beginning of the 20th century, society has been changing rapidly. So that a significant problem arising now is the educational problem. As a member of a constantly changing and developing society, the problem of how to adjust and contribute to that society is not only a personal problem but also a problem directly concerned with national development.

It is impossible to adjust or contribute to society with only formal education. And because the opportunity to be educated in higher educational institutions is so limited, it is impossible to play an effective role as a contributing member of society without life long continual self education. For this reason, institutions of continual education are required.

Until the late 19th and early 20th centuries public libraries were treated only as reading rooms. However, since that time the function of the public library has changed so that they have become institutions for the continual education of community residents.

This is not, however, to imply that the public library is the only institution of continual education or that the public library should be solely responsible for continual education. But the function and character of the public library is more apt to attain this goal and furnish every needed condition in comparison to other public organizations.

The public library is the most appropriate place for self education for all levels, from childhood to old age. These people can use the community library and library materials for their self education.

Considering in this way the public library as one of the institutions of continual education, it should have all the necessary books and other special materials to serve all levels of people. The objectives of a public library as a continual educational institution are summarized as follows as the American Library Association has set out:

1. To facilitate informal self education of all people in the community.
2. To enrich and further develop the subjects on which individuals are undertaking formal education.
3. To meet the informational needs of all.
4. To support the educational, civic, and cultural activities of groups and organizations.
5. To encourage wholesome recreation and constructive use of leisure time.

The objectives as stated above should be carried out by a public library as part of its function as an institution of continual education. The more the library practices its function the more enlightened the residents of the community will become and the more they will contribute to their community and their nation.

b. Public Libraries in the Democratic Society

This need not refer to process of the growth of the democracy in the United States. Today's democracy is concerned with the individual value, the role of a nation, and the concept of God based on the human relationship. In the cultural point of view, the democracy is a reflection of that indicated above. History shows that a nation will either collapse when the nation can not maintain those above things or lose her life in democratic society.

In another words, the most important thing in democracy should be the society as a democratic society with respect to human rights and the value of the individuals and the right of an individual to choose his way freely so that the degree of knowledge of each person will decide the level of that society and the knowledge of all of the people of a nation will decide the position of a nation in international relations. For this reason the equal chance for the development of individual knowledge should be given equally for the formation of the truly democratic society so as to bring national prosperity. Besides regular formal education, the chance for continual education through one's whole life should be given to individuals.

Most up-to-date knowledge must be supplied for the constant development of a society because individuals and groups easily fall into past conventionalities. Moreover, I need not repeat that the public library should provide widely covered and various comprehensive materials for an impartial and unprejudiced knowledge supply.

II. COMMUNITY DEVELOPMENT AND THE NATION

Therefore, all nations should concentrate all their efforts on the growth of the people so that they will possess sound knowledge, sound judgement, and refined culture in becoming a healthy democratic nation.

One of most powerful methods is to establish a law stating the nation or each autonomy should provide appropriate facilities and library materials for the people's continual education.

Today, the reason why every nation has been establishing library laws or such laws stating that the nation or autonomy must be provided with required facilities, library materials and appropriate services is to attempt to facilitate the whole nation's development and the improvement through equal chance to grow by themselves through continual education

The establishment of laws which have the same characteristics as library laws is not of recent origin. In the middle of the 19th century there were already established such laws for the establishment of school and public libraries in the Northeastern part of the United States. However, those laws are not the laws of which we are now thinking, and their results are not sufficient for present-day standards. But we should carefully observe with deep interest that a new law which was established recently by the nation has been supported and stimulated the development of a public library functioning as an institution of continual education. This will be mentioned later in more detail.

As already pointed out before, a public library is not the only institution of continual education, but there is no institution better suited as an institution of continual education than the public library, therefore it is very commendable to endeavour to develop public libraries which serve the residents of that community for the development of that community and the nation.

Because of this, the country which is especially underdeveloped has to require the development of the public library for the development of the community. But its greatest problem is how to make strong policies for the development of public libraries by a country.

From this point of view I would like to point out that the responsibilities of all librarians, including library science scholars in a country, are most significant. That is, all librarians have to endeavour to reflect on the government's policy through wide diffusion in every way the public library's important role and the requirement for community development and the understanding of the policy makers.

The next important concept is the necessity of deep research about the library's policy in advanced countries. From this point of view I would like to point out especially the Library Service Act passed in 1956 in the United States. At that time this Act was established as a 5 year limited act but in 1961 it was decided to extend it 5 more years. In 1964 the Library Service and Construction Act was passed to strengthen the Library Service Act so that not only the federal government but also the local governments would participate in the promotion of community development through the Library Service and Construction Act. This fact shows that it is not just the occurance in a foreign country but rather a most important and significant one for us.

Summaries of the effectiveness at the end of the 5th year of the Library Service Act are as follows:

1. Thirty-eight million rural people now have new or improved library services available as a result of state plans under the act.
2. State funds for the development of public library service in rural areas increased by 92 per cent since 1956. Local appropriations for rural libraries increased 72 per cent since that time.

3. County and regional library developments have brought public library service for the first time to over 2 million rural children and adults, and substantially improved service in the specific library development project area to 9 million more.
4. Some 130 rural counties and an equal number of New England towns are receiving public library service for the first time.
5. Approximately 350 new bookmobiles have been placed in operation in rural areas.
6. More than 10 million books and other informational materials have been added to the resources of rural communities.
7. State library agencies have been able to strengthen their staffs by adding more than 130 field consultants, and another 300 professional librarians have been added to state library staffs.

Looking at this effectiveness we sufficiently realize how great a result has been produced by the national endeavour in the very short period. It is a very noticeable fact that since the enactment of the Library Service and Construction Act, which was passed in 1964, federal grants amounting to about 45 million dollars have been given yearly, and this means the amount has been doubled 5 or 6 times supported by the federal government under the Library Service Act.

Besides this, we cannot overlook the fact that the improved services, such as the development of reference service centers, centralization of the processing of library materials, cooperative film administration for cooperative use,etc.,have been developing and improving amazingly.

Ⅲ. PUBLIC LIBRARIES IN KOREA

The legal base of the development of public libraries in Korea is the Library Law which was promulgated in October 1963. Enactment of the Library Law in 1963 is not as early an establishment in comparison with the foreign countries' library laws, but we are proud of the fact that the law was promulgated only 15 years after our country was born. This fact means that the librarians' influence was great and that the nation has been realizing the importance of the library. In spite of this fact all Korean librarians have to endeavour continually because the law still has several defects that interfere with the public library's development or delay that development.

I would like to specifically point out Artcle 7 of the Library Law stated as follows: "The government or the autonomy should promote the establishment of public libraries for the improvment of the public social education and the culture." This states that the establisment of a public library is recommened rather than obligatory.

The highly advanced countries will establish public libraries as institutionsof continual education for the community development with only recommendation or without such recommendation of a law. But it is very difficult to attain expected national goals with only recommendations in the country where the objective is the rapid community development. Because of this the law should be revised so that the establishment of public libraries and services should be made obligatory so that wecan

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expect rapid growth of the country.

The next thing I must point out is Article 8 which allows the charging of public library users. This charge must be abolished because of the fact that the public libraries are administered by the tax so that the charge for the library users means twofold collection of taxes. This charge is one of elements which obstructs the use of public libraries

The third problem which I must point out is that the governing authority of public libraries is divided between the Ministry of Education and the Ministry of Home Affairs so that the public libraries have been governed dually. It is, of course, a great obstacle for the public library's development.

The last problem is the fact that the professional librarians who are working in the public libraries have been very poorly paid. The problem is not limited only to Korea but is considered a world wide problem. However it is true that the countries where the importance of public libraries is recognized the professionnal librarians are also highly paid.

Therefore, the countries where the rapid community development is to be achieved should realize the importance of the public libraries as well as the important role of the professional librarians who are sacrificing as the key staff of the public library which is an institution of continual educatuion of the community's residents so that the nation must strive for the proper treatment of the professional librarians so that it may contribute a service for the community residents.

Those stated above were the brief summaries of the main obstacles for public library development in this country. But this does not mean that the public libraries in Korea have not been developing because of those factors. Preferably, in spite of those factors, I would say that comparatively vigorous development has been taking place.

For the illustration of this fact I would like to point out two evidences. The one is the 5 year plan for the expansion of public libraries initiated by the Ministry of Education in 1968. The program has been adopted as one of the national policies that is going to establish and adimnistrate at least one public library in each city, county, and ward of large cities during the 5 years beginning from 1968, and since that time this program has been practiced strongly. Moreover, the public libraries which were already established but below the standards defined by the Enforcement Regulations of the Library Law will be improved at least to meet these standards.

This grant has been planned according to Article 19 of the Library Law. The grant is as 'seed money', so that the grant has been given to the autonomy where the same amount of appropriation has been provided. This legislation's purpose is just the same as the Library Service Act and the Library Service and Constrution Act of the United States.

It is one of the good evidences of the government's interest that about 20 new public libraries have been started since 1968, and about half of those libraries have been already completed. By the end of 1972, the last year of the 5 year plan, one public library for a population of about 150,000 will be established.

One more important thing I have to point out is the establishment and diffusion of micro-libraries. By the end of March 1969, 12,187 micro-libraries were established in 12,187 rural communities since the initiation of the micro-library in 1961. The micro-library's object is truly for rural communities and the administration of this micro-library is truly autonomous. The present object of this micro-library which has been run by the Micro-Library Association is to establish at least one micro-library in each rural community.

The number of rural communities is estimated at approximately 30,000.

The Association expects to achieve this goal by the end of 1971.

This campaign was originated for those rural communities which could not expect to have public libraries and enough library materials. This movement has achieved a very effective result through the community residents' positive cooperation and active self-sacrificing services for their residents' reading campaign, good use of leisure time, and rural community development through reading.

Because of the great expansion and establishment of the micro-libraries we have to solve many big related problems and we have to study these problems beforehand, such as: 1) how new information could be supplied continuously and smoothly to those many micro-libraries; 2) how to organize a library net work centered in the community public library; 3) how to use effectively those materials, how to keep those materials between libraries effectively and how to give them improved services through the organization of library notworks; 4) how to give rural community residents effective reading guidance.

Ⅳ. CONCLUSION

I explained very briefly the reasons why we need to have public libraries, the nation's role for the development of the public libraries and the present public libraries' situation in our country. I don't think I need to talk about the reason of the necessity of public libraries any more.

More practically speaking, I think that the most significant point is to set out concretely how to develop public libraries effectively. I cordially ask all national delegates to express your opinions about the ways of operation in your country or any idea you have been thinking about.

PROFESSIONAL LIBRARIAN EDUCATION AND PERSONNEL EXCHANGE

by
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Office for Library Education
American Library Association

This is my second visit to Korea, and as such it represents a doubly happy occasion. Not only am I honored to be represented at this important professional meeting, but also I am personally pleased to be able to renew old friendships. I wish to thank you for giving me both opportunities.

The excellent papers and discussions of the past two days make it unnecessary for me to define or defend the role that can be played by libraries in national development. Let me base my remarks on the excellent groundwork already done by the previous speakers, and concentrate solely on education for librarians. This topic has relevance to this conference, for as the opening remarks of the Minister of Education pointed out: "operation of libraries is as important as collections and facilities." The education of librarians prepares them to operate libraries and good library education would prepare them to operate libraries in such a manner that they can fulfill the vital role in national development which is the theme of this conference.

I hope you will forgive me if, in dealing with library education, I refer to practice in America. This is not because I wish to hold up American practice as a model or an example, but merely because it is the system of library education about which I know enough to speak. I would guess that the ultimate aims of education and many of the problems that educators face are shared by all countries. But I also know that some of the solutions to the problems, and some of the means for reaching the objectives, must be different from country to country because the needs and the conditions differ.

One reason for differences in library education among countries is the fact that *special or professional* education must fit into the pattern of general education for that country. For example, the general pattern for education in the U. S. may be roughly described as covering 8 years of primary education; 4 years of secondary education (or a total of 12 years prior to college) and 4 years of college leading to a bachelor's degree. These 16 years are seen as basic education for everyone.

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Professional education comes as post-graduate work based on general education and perhaps a few pre-professional courses taken in the college years. So, like education for other professions, education for librarianship in the U. S. usually takes the form of one year or a little more at the post-graduate level, with few if any courses in librarianship taken in the first 16 years. The first professional degree recognized by the ALA is the master's degree. We do not have national examinations;The graduate of an accredited school is accepted as qualified without further examination. Nor do the special professional schools enroll students until they have finished their basic general education.

There are some variations in this pattern for school librarians in some states(since control of education rests with the 50 individual states and not with the national government), but in general that is the pattern of education an American student of librarianship must follow to qualify for his first professional position.

What I should like you to remember about this American pattern is not its specifics, but its general principles. It is not particularly important whether the total number of years is 14 or 16 or 18; it is not particularly important whether national examinations are used or not. These are the specifics which must conform to the tradition and system of each country. What is important is the principle, applicable whatever the local situation, that the education of librarians be comparable in quality and challenge, to that of the other established professions. In part because of its educational qualifications and requirements, librarianship in the U. S. represents a career-choice for young people as promising, as challenging, as rewarding as any other academically-oriented field. It we do not yet attract as many young people into the field as we would like and need,(and none of the professional fields does) we do attract many more than we have ever before, and their quality is high. We are glad to be known as librarians as we should be.

To be a librarian in the United States is an accepted and recognized position with a status and full-time responsibility of its own. Our school librarians, for example, have equal salary and status with teachers, without the need to teach some courses in order to qualify for this status, as in the case cited by Miss Figueroa. Increasingly our college and university librarians earn comparable salaries and carry comparable academic ranks or titles to those held by faculty members with similar education.

Instead of talking now about specifics of our library school syllabi and organizational patterns, let me instead talk about some of the broader problems and influences that affect American library education. Some of them are problems that face you also, and I would be interested to learn from you how you solve them.

Perhaps one of the most inportant influences on libraries and library education in the United States has been the concern with *information as such,* quite apart from the format in which it is presented. In recent years there has been a growing recognition, especially in government, industry, technology and the sciences, of the need for information which either cannot wait for publication through traditional channels,or which in will not normally be carried in the traditional forms of publication. Nevertheless,it is my personal conviction that the library continues to have the responsibility not only to provide facts but to increase knowledge; not only to increase knowledge but promote wisdom; not only to promote wisdom but to help to deepen understanding. In other words, despite the present urgent need to stress the provision of information in whatever form is most useful and comprehensive for the user of it, all the goals of the traditional library also remain. This need for information simply adds to scope of the librarian's responsibilities and is not an entirely different discipline separate from the librarianship of tradition.

No small challenge to the library schools of the United States has been the necessity to put traditional library knowledge into the context of Information Science, and to incorporate a knowledge of the new technology into the pattern of library operations. Our schools have tried to meet this challenge in several ways. One of them has been to create new schools of information science, separate from the existing library schools, and concerned only incidentally with the library applications of information science principles. Another approach has been to introduce separate information science programs within the library school, often leading to a separate degree but with certain parts of the program identical with that leading to the library degree. A third approach has been simply to tack on some courses in information science to the traditional library school curriculum, leaving the existing library courses unchanged. And a fourth has been to restructure the entire library school curriculum, to introduce principles of information science wherever they have relevance in the traditional subject courses as well as through new courses. This latter approach-called the "Integrative Approach"- is the hardest, but to my mind the most promising, solution. For if the librarians have a great deal to learn from the information scientists, it is equally true that the information scientists have a great deal to learn from librarians. A lot of time has been wasted on both sides re- inventing the wheel.

But now we feel that the librarians of tomorrow-through the schools of today-must become familiar with the many other forms besides books, periodicals, and the media of print in which information can be carried. This means learning how to store and retrieve information in ways and forms that have not traditionally been used in libraries. This may or may not involve the use of computers and in most cases, I will guess that it will not. But it still represents a new and challenging approach to library service which has implications for library education.

Another very important development has been the increasing attention paid to the importance of management and administration in library operations. There is an urgent and growing demand for more formal courses in administrative principles and practices, and for more informal workshops, institutes, seminars and other post- graduation learning opportunities, to help already- practicing librarians to sharpen their administrative competence. This, of course, reflects the state of the library profession in the U. S. where it is assumed that the Director of a library will be a librarian, rather than a professor or a man of letters. Therefore, librarians may expect to become administrators, and they feel the need to be prepared for this responsibility.

It is worth noting that these two-interest in information science and the new technology on the one hand, and in more effective administration on the other-have come together in "Systems Analysis", which in over-simplified terms may be described as the analysis of all the relevant possible choices of procedures for handling a problem with a view to selecting the one which will provide the most efficient, economical and useful solution. Systems Analysis, in this broadly inclusive sense, can be not only a useful tool of administration, but also an effective way to teach administration in library schools. I am happy to see it appearing more and more frequently in the course descriptions of American library schools.

Another extremely important influence upon American library education has been the phenomenal increase in the investment of the Federal government in library development. (As an aside, it should be noted that Federal support might never have reached the scale and intensity it has, if it had not been for the efforts of the library profession acting together over many years through the American Library Association. The power and value of a strong, large and actively-supported national association of librarians, which speaks for all librarians with one voice, is nowhere better illustrated than in this successful effort to gain government recognition and support.)

The result has been, of course, a tremendous increase in the demand for qualified librarians to carry out the expanded services made possible by Federal funds. This in turn, of course, has increased the demand for programs of education which will produce qualified librarians in larger numbers, through both the enlargement of existing library schools and the creation of new ones. This next year will find this source of support considerably reduced, but the need for qualified librarians will probably continue.

One effect of the librarian shortage has been to stimulate more cooperative ventures, and more centralization of processes and services. Shared cataloging, joint acquisition, cooperative storage schemes, networks of reference services, library systems, joint use of personnel--all of these are now widely accepted methods of meeting this challenge.

Library schools must now devise curricula which will prepare people who are flexible and open-minded enough to work within these changing kinds of organizations; who are hospitable to the new procedures that cooperative undertakings may introduce; who are capable of relinguishing certain responsibilities and practices to which they are accustomed in order to gain more important advantages; and above all, who are able to plan, organize and implement services and operations on this wider scale.

Another effect of the "shortage" of librarians has been to stimulate interest in the possibility of re-definition of tasks and responsibilities in libraries and the re-organization of our present structure of library positions, to permit the use of persons with less than the full professional qualification to do many of the tasks and chores that must be done in libraries. We feel we cannot afford to use our well qualified librarians to do the routine and repetitive tasks of library operation which can be readily mastered at the level of the secondary school graduate. That there is room on many library staffs for technical assistants at this level cannot be doubted;

what is not yet certain is what kind of training is best suited to the need. We should be interested to learn if the Koreans have found a successful method of meeting this need.

Obviously, with so many important changes occurring or immment in library education, it has become necessary to think much more seriously about what makes a good program of library training or education. In our accreditation of library schools, we consider the key criteria of excellence in any academic program to be quality of the faculty, quality of the students, and quality of the curriculum. Of course we also look at the administrative organization of the school, the financial support available, the quarters and equipment that are provided, the size of the libraries, the adequacy of supporting staff, but in the end their value lies in the degree to which they contribute to an effective program of courses taught to a carefully selected student body by a highly qualified faculty.

As you can see, the factors of most significance are the hardest to measure, while the factors of secondary importance can more readily be reduced to quantifiable indicators. The weaker the school, the more likely it is to stress the things that can be counted: number of students, size of quarters, amount of equipment, etc. All of these may help to improve quality, but they do not guarantee it. The only real test, we feel, would be in the extent to which library users are better served because of the type of education librarians have received but quality of service is equally hard to measure. I hope that perhaps the Korean library educators may have found better measuring devices than we have.

Service to users covers a very wide range in American libraries. There is a growing number of persons with higher education than ever before - and this has always been the major audience for traditional library service. But we are also beginning to expand our service in just the other direction: to serve the less - well educated, the economically deprived, and other groups in our society who have never before been thought of as library users. And, at the same time that we are narrowing our focus to give library service to small groups and even to particular neighborhoods, we are also accepting greater responsibility for the international nature of librarianship in all of its aspects. And with that recognition comes the need for even more and better planned international exchange of persons.

We have long had a small program of international exchanges of personnel. You are all familiar with the Fulbright program; with the programs of the U. S. State Department (the multi-national group program, and the jointly-sponsored Librarian Projects). The Agency for International Development (AID) has made some opportunities for study, travel or observation in the United States available to librarians from other countries. The special training for KIST librarians should also be mentioned. And of course private foundations (like Ford, Rockefeller, Asia Foundation and others) and UNESCO's Participation Program have occasionally been helpful.

I have found the librarians of Asia far too modest in evaluating their role in international personnel exchange. You usually protest that you have received much and contributed little, but American librarians know better. The nature of the participation has been different for our two countries, it is true. American librarians who have come to Korea have generally given technical and professional advice and assistance. But Koreans coming to America have made their contribution on a scholarly level. Without the aid of Asian librarians, few if any of our present collections of Far Eastern materials would ever have been started or expanded. We have relied heavily on scholars and librarians from Korea, China and Japan to assist us in obtaining and selecting materials, cataloging and classifying them, and establishing special services.

It is true that a greater proportion of Korean librarians have studied in the U. S. than American librarians have studied in Korea. One reason is language: more Korean students have facillty in English; few Americans can speak and read Korean. Another reason is that Korea has not yet established an advanced program in librarianship. If a Korean student wishes to pursue an advanced degree in librarianship he must go elsewhere and the U. S. is one of the places he can go.

But as American librarians develop their collections of Korean materials they are going to need experience and education that can best be had in Korea itself. We shall have to learn the language- and with it, we will be able to take advantage of the knowledge, background and experience that study, observation and even work in Korea can provide.

I suggest that in the future there will be increasing use of personnel exchanges which do not depend on support from outside sources, but rather will be worked out between libraries in our two countries to the benefit of both.

The fact that American librarians have been invited to this conference to speak about problems of librarianship convinces me that you share my belief in the one-world of librarianship the possibility that we can learn from each other across national boundaries. I consider it a privilege to be permitted to address this group and to share with you in this effort to expand the horizons of librarianship from a national to an international vista.

PART THREE

1. Libraries in Australia
2. Library Development in China
3. Development of Libraries in Indonesia
4. Libraries in Japan
5. Public Libraries in the Philippines
6. Library Development in Singapore
7. Library Development in Thailand
8. Historical Development of Vietnamese Libraries

LIBRARIES IN AUSTRALIA

by
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The Library Association of
Australia

The history of libraries in Australia is, by Asian standards, very short.

The aboriginal peoples had no written language and consequently no records other than rock paintings or carvings.

The continent was colonized by Britain in the late eighteenth and early nineteenth centuries, and six separate colonies established.In 1901 these colonies formed the commonwealth of Australia and became six States within the commonwealth. This was the birth of the Australian nation.

The earliest libraries, dating from about 1830, were semi-private subscription libraries. None survive. These were followed by Mechanics' Institute Libraries, a few of which still survive in a very weak condition.

The substantial libraries of today were established in two phases: pre-World War I and post-World War II.

The middle of the nineteenth century to 1914 saw the foundation of a "Public Library" and a university library in each Colonial capital. The "Public Libraries" were unlike public libraries in Britain or America. They were primarily reference libraries, modelled in minuscule upon the British Museum, though all extended some degree of lending service. In addition, each of the State Parliaments equipped itself with a library and the Commonwealth Parliament set up the library which has become the National Library, by modelling itself consciously upon the Library of Congress.

The interwar years were a period of economic hardship which resulted in stagnation or decline of libraries of all types. In 1933 the median expenditure on books of the six State libraries and the Commonwealth was £500, while the total staff of all the six university libraries numbered only 36.

The period since 1945 has seen a transformation. It may be divided into three periods: 1945-1957 which saw the birth and initial development of public libraries, in the normal sense of that term, based on local authorities; 1957-1967 the burgeoning of university libraries, both in the six old universities and in eight new ones; and 1967- when under the impetus of Commonwealth Government policy Colleges of Advanced Education have been established in all States, substantial funds have been injected into secondary school libraries and last but by no means least four new Schools of Librarianship are now being established offering courses at first degree level in librarianship, and in some cases post graduate diplomas in addition.

The present position

The National Library of Australia has a stock of about 1,000,000 volumes with particular strength in Australiana, materials relating to the Pacific, South East and East Asia, and public documents. It issues a range of bibliographical publications(Australian Public Affairs Information Service; Australian National Bibliography; Serials in Australian Libraries, Social Services and the Humanities, etc.), and is currently beginning a catalogue card service for Australian publications.

The Commonwealth Scientific & Industrial Research Organisation operates what amounts to a national library service in science & technology through a large number of libraries attached to various Divisions and co-ordinated by the Central Library. It issues Scientific Serials in Australian Libraries and other bibliographical publications.

Public Libraries.

The organization of the public library service is unusual in that the major reference libraries are administered by the States while lending library services are provided by local government authorities aided by State subsidies. Some States issue subsidies in cash, others in the form of books and bibliographical services.

The six State Reference Libraries have a total stock of some 2, 600, 000 volumes (.23 vols per head of total population or .39 vols per head of metropolitan population).

There may be estimated to be about 750 public lending libraries with a total stock (including State owned stock) of some 7, 600, 000 vols (.66 vols per head of population). Probably about half the total population has access to public libraries. Practically the whole of this development has taken place since 1946.

University Libraries

The total stock of the 14 universtiy libraries existing in 1967 amounted to 4,603,000 vols of which 2,938,000 volumes were in the five largest libraries. There were 95,000 enrolled students.

School Libraries

No figures are available on school libraries, but it may be said that they are as yet not well developed.

The Australian Advisory Council on Bibliographical Services (AACOBS)

The Council comprises representatives of the National Library, State, University, public, school and special libraries and archivists. It meets once a year: the Chairman is the President of the Commonwealth Senate. Its work between meetings is carried on by a Standing Committee. It has two major functions. It offers a forum in which senior librarians from every type of library meet and consider national needs for library and bibliographic services and how they can be met. Secondly it provides various practical means to improve library co-operation.

Professional Education

Due to the small numbers of librarians and their wide geographical scatter (Australia is as large in area as the U. S. A.) it has been impossible until recently to proceed beyond the atelier type of library training. However, within a year or two it is expected that there will be at least five full time Schools of Librarianship in operation teaching librarianship/information science as an academic discipline to first degree level and/or offering one year courses in librarianship to graduates in other disciplines.

Conclusion

In the last fifteen years there has been more than a wind of change, almost a gale of change, in Australian libraries. Public expectation, demand and willingness to pay for libraries has completely changed and as a result every type of library, particularly those connected with education, is developing rapidly. This rapid change has brought many problems for the profession but they are being tackled with vigour.

The experience of public library service in Western Australia may be quoted as an example. In the last ten years State expenditure on public libraries has increased at twice the rate of State revenue and two and a half times the rate of Gross National Product. The book stock has grown from 300,000 volumes to more than 900,000. Eighty-five new public libraries have been established, at distances up to 2,000 miles from Headquarters.

LIBRARY DEVELOPMENT IN CHINA

by
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Government Documents &
Publications Division

THE MODERN LIBRARY MOVEMENT IN CHINA

Owing to her early use of paper and printing, China has always boasted of her long history of libraries. However, the organization and operation of her great imperial and famous family libraries were a far cry from what we know of the libraries today. In fact those libraries were mainly for the use of the imperial family, ranking officials, and the more famous scholars, and were not opened to the general public.

After the disastrous results of the Boxer Rebellion of 1900-1901, leaders of the court of Ching began to feel the importance of education for the common people. Realizing the great needs of adult education through libraries, the government ordered that public libraries be established in each province throughout the country.

In 1905, the first provincial library was established in Hunan province.Following the installation of the National Library in Peiping (then Peking) in 1909,public libraries were established in the capital of many provinces.

Thanks to the efforts of Miss Mary Elizabeth Wood, an American trained librarian, two Chinese students were sent to the U. S. for professional library training. Upon their return, the first Library School was established at the Boone University in Wuchang in 1920.

In 1925, Dr. Arthur Bostwick, librarian of the St. Louis Public Library, was chosen by the ALA as its official representative to survey libraries in China. He made recommendations to the Chinese National Association for the Advancement of Education and to the Library Association of China concerning various problems of the Chinese libraries which needed immediate solution. Librarians in China benefited much from his advice.

China had suffered tremendous losses to her cultural institutions during World War II and the later Communist Rebellion. It is after the year of 1949, when the Central Government moved to Taiwan, that librarians had to start their work almost from the beginning.

LIBRARY CONDITIONS IN FREE CHINA

1. National Library

The National Central Library was founded in Nanking in 1933, and reinstated in Taiwan in 1954, with its magnificent buildings located in the Botanical Gardens in Taipei. It is the only National Library in China at the present time. Not counting those book which had to be left on the mainland, it has a collection of 368,668 volumes as of last December, of which the Chinese rare books number 143,471 volumes. It maintains different reading and reference rooms for the general public as well as a number of research rooms especially for research scholars. The Library, on behalf of the Chinese Government, has been participating in international book fairs, and, in compliance with the cultural exchange treaties, exchanging printed materials with 523 institutions in 58 countries and territories all over the world.

The National Central Library provides reference service for institutions and individuals, domestic and foreign. Occasionally, it prepares bibliographies on special subjects upon request. It gives current bibliographical information through its *Monthly list of Chinese Books* and the *Accession List of Government Documents and Publications.* It is also the compiler and publisher of the *National Bibliography of the Republic of China* and many other reference tools.

2. Public Libraries

There are two provincial libraries, one municipal library, 17 city and county libraries, and 4 privately supported public libraries. With a few exceptions they all suffer from an inadequancy of current titles and a lack of trained personnel.

However, in a coordinated measure to augment the educational facilities at all levels, the Government has laid our plans to increase the budget for existing public libraries, and to establish a public library for each subcounty or township.

3. College and University Libraries

According to a survey conducted by the Library Association of China during the last decade, the college and university libraries are on the whole the best managed ones in China. They have more and better trained librarians. It is often in these institutions that the most up to date materials can be found. Besides the National Central Library, they are, in a way, the regional centers for library development in China. Some of the leading college and university libraries are as follows:

National Taiwan University Library, Taipei
National Taiwan Normal University Library, Taipei
National Chengchi University Library, Mucha, Taipei
Taiwan Provincial Cheng-Kung University Library, Tainan
Taiwan Provincial Chung-hsing University Library, Taichung
National Ts'ing-hwa University Library, Hsin-chu
National Chio-tung University Library, Hsin-chu
Tung-hai University Library, Taichung

Fu-jen University Library, Hsin-chuang
College of Chinese Culture Library, Yang-ming-shan

Some of these libraries publish useful reference materials.

The *Classified Index to Chinese Periodical Literature* by NTU Library, and *the Educational Index to Periodical Literature* by NTNU Library are the few examples. The private Tunghai University Library publishes a scholarly *Journal of Library Science.*

4. Special and Research Libraries

There are a number of libraries affiliated with government agencies and private enterprises. Many enjoy good reputation because of their able staff and fine collections. As to the research libraries, the collections at the Academia Sinica and the library of the National Palace Museum are the more notable ones, mainly for the fact that they have brought part of their collections from the Mainland. Some of the better known libraries of this kind are listed below:

Library of the National Palace Museum.
Library of the Institute of History and Philology, Academia Sinica.
Library of the Communications Institute, Ministry of Communication
The National War College Library
Taiwan Sugar Company Library
Data Bank, China Productivity and Trade Center

5. School Libraries

The secondary school libraries usually have less than 10,000 volumes in their collection. Some have separate buildings and well trained librarians or teacher-librarians. The Taipei First Municipal Girl's High School is a good example. Some high schools having library collections of over 20,000 volumes are as follows:

Taiwan Municipal Chien-kao High School
Taiwan Provincial Hsin-chu High School
Taiwan Provincial Tainan First and Second High School
Taiwan Provincial Taichung High School
Taiwan Provincial Kao-hsung High School

6. Classification Systems

Chinese books were traditionally classified according to the four-fold scheme known to practically every scholar of past generations. As Western books came and as books on modern scientific subjects were written in Chinese, the Chinese librarians began to find out that this old system was no longer serviceable. Hence,many Chinese librarians tried to work out a classification scheme and cataloging rules which will be adaptable to the ancient classic as well as to the modern works.

In modern libraries in Free China, there are usually two separate collections as far as languages is concerned. One is the Chinese collection, and the other the Western. The Chinese collection can be further divided into two groups: the old literature in 'Stabbed' binding, generally classified by the four-fold scheme, namely Classics, History, Philosophy, and Belles Lettres; and the modern literature which could be classified by the Western system. These systems are based more or less on Dewey's general principles.

7. Cataloging rules

Cataloging Chinese books is entirely different from cataloging Western books: First, Chinese language is non-syllabic and has no alphabet, this has caused much difficulty in the filing system; secondly, some Chinese authors and publishers are not familiar with modern authorship and library practice and give insufficient information concerning the authorship and the imprint; thirdly, and most important, most old edition Chinese books and their reprints contained no title pages, and their prefaces, sometimes written by others, were often more complimentary than introductory in sense. They give insufficient information concerning the aims and scope of the work. Thus it seems impossible for a cataloger to deal with these books without a good background training concerning Chinese classics.

The National Central Library Cataloging Rules for Chinese Books is widely adopted by libraries in Taiwan for cataloging their Chinese collections.

8. Library Education and Training

There are two universities that provide comprehensive under graduate programs in library science; one junior college gives junior professional training and evening extension program; five universities offer introductory library courses; one college gives graduate library courses. The Library Association of China sponsors Summer workshops regularly; some local agencies also hold workshops occasionally.

(1) National Taiwan Normal University

The National Taiwan Normal University is the first university to give a comprehensive under-graduate program in library science. In 1955, it established its Department of Social Education. Of the three divisions of the department, one is library science. The requirements for the Bachelor's degree in Education is 142 credits, (46 credits are especially required for the library science division) with 4 years' practical training in an assigned library.

Up to 1968, 126 students had graduated from this division. Among them 32 were overseas Chinese, all from the Asian and Pacific Area.

(2)National Taiwan University

Six years after the establishment of the Library Science Division in the Normal University, the Department of Library Science of the National Taiwan University came into being. It offers a balanced program in the liberal arts with a subject specialization and a basic professional curriculum. It is designed to suit both Western and Oriental library services and to provide a foundation on which students can further their graduate studies. The degree of B. A. is conferred to students who have completed 142 or more semester hours of credit.

Altogether, 125 students have graduated from this Department, including 27 overseas Chinese and a foreigner.

A plan to establish a graduate library institute at the Taiwan University is under way.

(3) World College of Journalism

The World College of Journalism, a private junior college, started a non-degree library vocational educational program in 1964, and an evening extension library training program in 1965. Both programs train for service as assistants or "junior" members in libraries. 91 students have graduated from this college.

(4) College of Chinese Culture

In 1968, the College of Chinese Culture started a program to offer a graduate program in library science in its Institute of History. There is only one student enrolled now.

(5) Other universities offering introductory library courses

In addition to the formal programs note above, there are five universities which offer introductory and orientation courses in librarianship. Most of these courses aim to give students basic knowledge in the use of books, an overview of the library objectives and procedures, orientation in the profession and a glimpse of research methods. These universities are:

National Cheng-chi University
Tunghai University
Soochow University
Taiwan Provincial Cheng-kung University
Tamkang College of Arts and Science

(6) LAC Library Workshops

To assist untrained in-service personnel to develop professional techniques, the Library Association of China (LAC) has administered twelve summer workshops since 1956, and altogether 659 members have participated in this program.

9. The Library Association of China

The Library Association of China was founded in Taiwan in 1953, with the following as its purposes:

(1) to seek for means to promote library services;
(2) to introduce plans for the revision of laws and regulations concerning libraries;
(3) to train library staff;
(4) to strengthen library service;
(5) to promote cooperation among libraries.

It has been playing an important role in library development during the past fifteen years. It has contributed much to the standardization in organizing different types of libraries and in library building and equipment, and, as such, an important agent in the development of libraries in China.

CONCLUSION

Having examined the condition of library development in general, it might be well to point out several new trends of this movement. The library profession in China has launched, in recent years, a joint effort to compile a number of important library tools, most of them in the form of union catalogs, and a domestic inter-library-loan program. Besides, programs for inter-library exchange of materials among university and research libraries have been in the forming, and services to foreign libraries, cultural institutions and individual scholars have been greatly improved.

As a matter of fact, all these lead to the inter-library-cooperation, both at home and abroad. It is true that library facilities in Free China at present are far from perfect, but the conscientious efforts of China's librarians have done much toward better service in many ways.

DEVELOPMENT OF LIBRARIES IN INDONESIA

by
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The Ministry of Education and Culture is mainly responsible for the development of libraries in Indonesia. The library systems of the Ministry at present consist of State or Provincial Libraries, People's Libraries, School Libraries, University Libraries and many Special Libraries, such as the rather known Museum Library, the Library of Political History and Social Sciences-both in Djakarta-and various other smaller ones with collections on regional cultural and historical development in a number of Provincial capitals.

There is no unified administration of these libraries yet, though it can be said that the main task is being carried out by the Lembaga Perpustakaan (Institute of Libraries), a newly created agency for the administration of State Libraries and the Library of Political History and Social Sciences. The Institute is also in charge of the development of school libraries and it carries the responsibility of making plans for the establishment of a National Library and the development of a national library system.

The establishment of a National Library can be a significant step toward a more orderly library development in Indonesia. A National Library endowed with the highest authority for an overall national library development would be able to bring some order into the many systems now prevailing. In the first stage we do not envision the National Library as being a huge building with large collections; it will only function as a coordinating agency, and for setting standards of performance for other libraries. By coordinating existing libraries we hope to ensure a wider and a more effective use of the limited library materials we now have. Our need for sources of knowledge is great and urgent, whereas our resources are inadequate to meet the need and the urgency, cooperation between libraries would be able to solve part of the problem.

An act for the establishment of the National Library has been drafted in consultation with a number of prominent Indonesian librarians. This draft act takes also into account the planned development of a public library system, subject to a unified control, thus putting an end to duplicating agencies in Departments and sub-Departments in charge of public libraries. It is a trial at economizing and streamlining of administration. The system of financing will at the same time be changed, whereas at present the Central Government is directly responsible for the financing of public libraries development down to the village level, the draft act specifically emphasizes that the main financial burden for public libraries development should be born by local governments. The Central Government's responsibility as far as financing is concerned will be limited to subsidies. The draft act also includes the establishment of mother libraries for various branches of science and technology; the mother libraries will act as a National Library for their specific field.

A guarantee for rational use of funds for the importation of library materials and the rational distribution of those materials is also included in the draft act.

It is the problem of a guaranteed supply of library materials that forms one of the main handicaps toward satisfactory libraries development in Indonesia.
And this applies to hoth imported books and locally produced books.

Our reading public can be roughly divided into two groups, those who are able to read books in foreign languages, mainly Dutch and English-and those who are only able to read books in their reading ability. It is obvious that to the first group belong the intellectuals, the scholars and University graduates and students. To meet the need of this group and to supply Universities regularly with textbooks, in years past the Government has been spending a substantial amount of our foreign exchange. To these Government purchased library materials should be added the large contributions by bilateral and multilateral foreign agencies. It seems however that no amount of Government subsidy and foreign aid will suffice to satisfy the demand unless some steps are taken to bring a degree of rationalization into our system of book intake. Before the drafted act becomes law, the Institute for libraries thus proposes the establishment of a policy of current coverage of foreign books and journals deemed essential for national and economic development.
To cover the annual intake if these basic materials the Government should earmark an amount that is yet to be decided; a rough estimate would be at least US $100,00 annually. For obvious reasons the National Bibliographical Centre should be entrusted with execution of this policy.

At the same time we have to think of the most economic and effective way to meet the need of our nation in regard to foreign materials, we also have to think about the growing need of the masses for functional materials. Because statistics are rather had to compile, it is difficult to measure the output of our book industry. An American book survey team sponsored by the AID in 1967, in its report concluded after comparing UNESCO statistical figures that Indonesian output of books in 1963 was"...... 17% less than the 1964 Philippine total, 68% less than the Korea total and 81% less than the Thai total--all countries which have less than one third the population of Indonesia."

To overcome this condition, the Institute for Libraries has proposed the translation, adaptation, reprinting and writing of materials to meet the need for functional reading materials in fields of national and economic importance in public libraries. For reactivation of the book market the Institute for Libraries also proposes the establishment of a revolving fund to assist publishers and the coordination of bilateral and multilateral aid in a programmed provision of paper.

For the establishment of libraries books are needed and under the present condition we in Indonesia have to think of how to rationalize our book intake, how to rationalize distribution of books, how to reactivate book production, along with the drafting of a library act. Maybe these problems have all to be solved simultanously.

LIBRARIES IN JAPAN

by
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Chairman
Japan Library Association

1. Public Library

There are 825 public libraries in Japan. According to the survey made by Japan Library Association under the date April 1, 1968 they are as follows:

	prefecture	city	town & village	private
main library	56	436	222	35
branch library	20	56	0	0
total	76	492	222	35

Japan is divided into 46 prefectures, and each prefecture consists of several municipalities of towns and villages.

Tokyo is included in these prefectures. The Tokyo Metropolitan Hibiya Library is the largest public library in Japan. There are now 508,037 volumes of the book collection, and the circulation of books totalled 135,016 volumes a year. Tokyo has 23 wards and 40 towns and villages. They have their public libraries to provide library service to their inhabitants.

Metropolitan libraries are the central libraries which assist these libraries as well as the libraries which provide library service to their inhabitants directly. Prefectural libraries in Japan commonly have both these functions.

66.3% of Japanese cities have their libraries. They are 436 in all. Although the number of libraries is increasing, they are faced with very difficult problems how they answer the mobile population. Because there are over-populated cities on the one side, and there are regions which have low population on the other side.

Public libraries in Japan of earlier days had a closing tendency, for example, collecting books, preserving them and letting users read them. It became popular after the second world war to circulate or carry books to the citizens by bookmobiles. This service is more active since 1950 when the Library Law was promulgated. It indicates the modern role of public libraries.

The following is the data of six model public libraries in Japan.

	population served	books	circulation of books	branch library	book mobile
Hino city	79, 000	57, 532	387, 221	3	2
Fuchu city	143, 000	26, 544	159, 593	0	1
Kochi city	240, 000	144, 206	149, 414	4	2
Nagoya city	2, 011, 000	532, 645	427, 080	7	4
Kobe city	1, 247, 000	271, 870	90, 348	3	0
Osaka city	3, 057, 000	206, 000	146, 971	3	1

"Reading books campaign" is one of the remarkable activities in Japanese public libraries. One of the campaign is to distribute books regularly to mothers by their school children. These mothers have few hours for reading books, for they are occupied with farm work and household cares every day. Sometimes meetings for reading books are held for them. They organized more than two million mothers for this reading club in Nagano prefecture. There is also a campaign that mothers and their children read books more than twenty minutes every day.

We find a great demand for reading books by these campaigns. As the result of these campaigns new libraries are established and the number of libraries are increasing recently. However, the number of public libraries in our country is not yet sufficient. Japanese librarians have just started to establish more libraries, to add books rapidly, and to increase the circulation of books.

2. University Library

After the second world war Japanese universities have made a great change and have developed under the new educational system. There were 48 universities in 1945 and 377 in 1968. There were 149 junior colleges in 1950 and 468 in 1968. The number of university students in our country totalled 1, 211, 068 in 1968.

The reform of university after the second world war aimed at adopting the credit system and the general education curriculum after the manner of America. The importance and responsibility of libraries in research and education in universities had been recognized with this basic reform.

But the improvement of libraries had got far behind for they had been occupied with the reconstruction and expansion of universities themselves for a long time after the war. We can say that they actually reformed and modernized the universities in 1960's. The survey made by J. L. A. under the date April 1, 1968 shows the following data concerning university libraries.

	national	public	private	total	junior college
number of university	74	35	268	377	[468]
number of student	284, 891	46, 228	918, 822	1, 249, 941	about [235, 000]
number of library (branch library)	78 (217)	35 (12)	269 (63)	382 (292)	341 (7)
number of staff (part time)	2, 301 (234)	283 (39)	2, 246 (255)	4, 830 (528)	581 (297)
books	27, 025	2, 758	19, 200	48, 983	4, 120

(unit=one thousund)

Although there are not a few university libraries with old history and a great stock of book: for example, Tokyo University (3, 096, 000 volumes), Kyoto University (2, 331, 000 volumes), Keio University (649, 000 volumes), and Waseda University (931, 000 volumes), we can find out the following problems generally.

1. Research and education are not well balanced.
2. The library service to under-graduate students is neglected.
3. The system of joint usage of library materials in a university is not well established.
4. The system of library activities gets behind the increase in scientific information.
5. Training and treatment of library personnel are insufficient.

We cannot resolve the problems faced by Japanese university libraries in disregard of the world-wide tendency, to inquire fundamentally "what a university should be."

3. School Library

Japanese people have compulsory education for six years at elementary school, and for three years at junior high school. After finishing compulsory education they enter high schools (for three years) and some of them go to universities (for four years) or junior colleges (for two years). This educational system was established after the second world war.

Although we had school libraries before the second world war, the necessity of school library was much appreciated by the new educational system. The School Library Law was promulgated in 1953, and school libraries in our country have been developing more and more. According to the latest statistics the number of schools totalled as follows:

elementary school	22, 576
junior high school	11, 249
high school	4, 152
total	37, 977

Each school hopes to have its library, but they have many difficulties to realize it, for the difference between urban schools and rural ones. Especially a small number of school library has its full-time teacher-librarian. High school libraries are well-developed comparatively. A lot of them have their book budgets of several million yen.

It is Japan School Library Association that has forwarded the development of school libraries. It was founded in 1950. Japan School Library Conference is held every year or every other year since then. The 16th Conference was held in 1968. About 3,300 teachers and librarians attended this conference which consisted of sections and 54 sectional committees. The subject of this conference was "What school libraries should be in modernizing school education".

4. Japan Library Association

Japan Library Association was founded in 1892 in the name of "Nippon Bunko Kyokai" with only twenty-three members. It is eighty years in 1971 since our association was founded. Ordinary members that consists of private individuals total about 2,900 and special members that consists of institutions total 950 now.

The first All Japan Librarians Conference was held in 1906 in Tokyo. "Toshokan Zasshi (the Library Journal)" made its first appearance in 1907. J.L.A. had been growing in its organization and increasing the activities of its committees and sections with the development of modern libraries in our country. The second world war desolated Japanese libraries and put activities of J.L.A. to silence completely.

The reconstruction of J.L.A. had begun with the restoration of library activities, and J.L.A. was re-organized as a corporate juridical person in 1947. J.L.A. published the revised edition of *Nippon Decimal Classification* and *Nippon Cataloging Rules*. It became the footing to the library development after the war. J.L.A. concentrated all of the librarians opinions when the library law was promulgated in 1950.

The general meeting, absolute resolutionary organ of J.L.A., is held more than once a year. The board of trustees is selected by the democratic procedure. Thirty directors elected by trustees are the executive organ of J.L.A.

J.L.A. has the following five sections:

Public Library Section
University Library Section
School Library Section
Special Library Section
Education Section

There are several committees to do various kinds of activities of J.L.A. The main committees are as follows:

Toshokan Zasshi (the Library Journal)
Publication

Book selection
Classification
Cataloging rules
Subject headings
Election administration
Library survey
Library building and equipment
Documentation
Liaison
Library Terms

The activities of J. L. A. are carried out by these sections, committees and executive office. Executive office consists of 28 full-time members including secretary general. The remarkable activities of J. L. A. are as follows:

1. J. L. A. publishes many kinds of reference books, reports on libraries including the bulletin, *Toshokan Zasshi* (the Library Journal: monthly). J. L. A. published 34 kinds of publications in 1968.
2. The Book Selection Committee holds the regular meeting once a week to select suitable books for mainly public libraries and school libraries. It helps librarians to select suitable books for libraries. *Sentei Tosho Somokuroku* (The List of Selected Books) has been published twenty years continually.
3. As a professional association on library, J. L. A. has much concentrated its efforts upon training of librarians and tried to raise the level of professional education in library science.
4. J. L. A. has promoted public libraries these ten years. J. L. A. made a research on the actual condition on public libraries which were located at cities with 50, 000 to 200, 000 population, and investigated many problems that existed at smaller libraries. The reports of these investigation are helpful to librarians. They were much responded to by librarians, and J. L. A. is now trying to lead the campaign to join public libraries to their inhabitants.
5. All Japan Librarians Conference is held every year. The 55th conference is held this year. A number of librarians and readers attended this conference all over Japan. About 2, 000 participants attend it lately.
6. J. L. A. makes a survey concerning the present situation of Japanese libraries,carries out reference service on the subjects relating to library activities. J. L. A. also aids the members' study concerning library activities.The activities of J. L. A. covers a wide range as we stated above.

PUBLIC LIBRARIES IN THE PHILIPPINES

A. IN GENERAL

There are four distinct or independent agencies or systems rendering free public library services in the Philippines today, namely, the Bureau of Public Libraries, the Manila City Libraries, the Community School Libraries under the Bureau of Public Schools and the USIS Libraries. There are isolated instances of towns operating independently a public library service but they are too few in number and their resources are too limited to merit a detailed account. The development and organization of special libraries found in government offices and also private libraries supported entirely by private funds maybe added to the growing public libraries in the country. Let us, therefore, discuss the organization of the Bureau of Public Libraries leaving the other smaller groups for the later part of this paper.

Unlike in the United States and Great Britain where public libraries are regarded as local concern, public libraries in the Philippines that are affiliated with the Bureau of Public libraries are considered as national institutions. This is due, perhaps, to our very centralized form of government. All employees, therefore, of local public libraries affiliated with the Bureau of Public Libraries, whether paid out of national, provincial, city or municipal funds, are appointed by the Secretary of Education on the theory that public library service is a national service. These are sustained and bolstered by Opinions No. 89, s. 1957 and No. 131, s. 1940 of the Secretary of Justice. The employees of local government libraries which are operated exclusively by the local governments are appointed by the town mayors. Such independent public libraries supported by government funds, like the Manila City Libraries have chosen to be independent from the Bureau of Public Libraries largely because the Bureau cannot give them adequate support. It has also been reported that the local officials do not like to surrender their power of supervision as well as power to appoint to the Director of the Bureau of Public Libraries of the Secretary of Education.

The Bureau is headed by a director and an assistant director both of whom are appointed by the President of the Philippines but are under the administrative supervision of the Secretary of Education. Similar to the early experiences of other countries shortly before the last war the directors of the Bureau were chosen from among trained librarians. Before then the directors were generally picked up from among the more eminent scholars and writers of the country.

Such earlier administrators,it might now be acknowledged, actually gave prestige to the library but their chief interest was not in a public but rather in a national library with the result that a vigorous and concerted agitation for more public libraries did not really start until formally trained librarians were appointed to head the library bureau.

In justice to the library, functions of their office were very justified because the written evidentiary materials of our history and culture were rapidly disappearing and there was not much time to lose to collect and preserve them. No doubt they were aware that delay would result to that ignominious form of intellectual servitude whereby Filipino scholars and students of Philippine history, like those during the Spanish regime, were forced to go abroad to learn more of our country's history. Hence, their primary concern was the acquisition and preservation of the written materials pertaining to the culture and history of the Philippines.

Indicative of its past heritage of diverse and unrelated activities, the library is still performing many of said functions. In the past, it used to be all these; a national and a public library, a national archives and museum, a patent, trademark and copyright office, administrator in the enforcement of the Marriage Law, and Civil Register Office. Today, it remains as both a national and a public library, a national archives, a copyright office and administrator of the Marriage Law.

To discharge the various remaining functions mentioned above, the Bureau of Public Libraries has the following divisions: Administrative Division, Filipiniana Division, Research & Bibliography Division, General Reference Division, Extension Division, Catalog Division, Book Selection, Acquisition & Accessioning Division, Public Documents, Exchange & Gifts Division and Publications Division. The copyright office and the enforement of the Marriage Law are directly under the the supervision of the Assistant Director.

The Filipiniana Division is charged with the collection, custody and preservation of the evidentiary materials of the culture and history of the Philipines for the use of scholars, researchers and selected students. It is, therefore, the department of the library charged essentially with the national library functions of the Bureau.

The General Reference Division, as its name implies, maintains a reference service of a general character. It is entrusted with the acquisition of all types of reference materials; including newspapers and magazines, of local or foreign origin, as well as all Philippine publications that are not yet classified as rareties. It maintains a periodical and magazine reading room service in the same room where its reference activities are conducted. Its clientele is the general public.

The main objectives and functions of the Public Documents, Exchange & Gifts Division are: 1) To take charge of maintaining and promoting exchange of government publications between the Philippines and foreign countries and institutions as well as between the Bureau and local institutions as provided for by law, treaties, and agreements; 2) To receive books and publications from government offices: 3) To receive, acknowledge, and turn over to the proper officials or divisions in the bureau, devises, bequests, and other gifts or beneficial transfer of property, money, and other objects appropriate to the use of the Bureau or contributory to the exercise of its proper functions; 4) To catalog, classify, index, process, file, preserve and safeguard all public documents from the different departments, bureaus, offices and agencies of the Philippine government, as well as of public documents received from foreign governments; 5) To make available to the reading public, especially to researchers, the collection and facilities of the Division; 6) To take charge of the distribution of library materials received by the Bureau from the Smithsonian Institution for beneficiaries in the Philippines; 7) To perform such other similar or allied functions as may become necessary or desirable in the course of time.

The Catalog Division is charged with the processing(classifying and cataloging) of the collections of the Bureau, such as the Filipiniana, books of the branch libraries in the provinces, cities, towns, and barrios, bound collections of the Public Documents, Exchange and Gifts Division, and collections of the other units of the Bureau of Public Libraries. It keeps and maintains the Union Catalog of the Bureau for all books and other publications acquired and processed. The division revises and keeps up to date the Filipiniana special scheme of classification and cataloging to include recent changes and development of the sujbect matter. When necessary, it reclassifies and recatalogs books in accordance with the recent changes on the subject. It trains branch library personnel in the processing of books before they are assigned to work in the branch libraries. It also gives orientation to Library Science graduates in the different phases of processing work. It supervises the classification and cataloging work of the branch libraries in the provinces, cities and towns.

The Research & Bibliography Division was organized a few years before the outbreak of the last war. Its main assigned functions were the preparation of a national biliography and to undertake specialized researches in behalf of any government office or official. It is now in charge of the Union Catalog.

Under the provisions of the Philippine Copyright Law, its enforcement is placed under the Bureau of Public Libraries. Because of the importance given to this specialized function, the Assistant Director is presently the head of the copyright office. Incidentally, under the law, two copyright deposits are required from any copyright registrant, one for the copyright office and another copy for the posterity collection of the Filipiniana Division.

The enforcement of the Marriage Law has also been assigned to the Assistant Director. Under the law, no priest or minister of any religious sect or denomination can solemnize marriage without first securing an authorization from the Bureau of Public Libraries, an authorization which must be renewed every year.

The Bureau had always maintained a circulating division from 1900 up to June 30, 1955. Because of the increasing number of public libraries operating in the various districts of Manila, it was decided that provision for home reading should be met by the Manila City Government so that the Bureau of Public Libraries could devote more attention to its other functions. The closing of the Circulating Division of the Bureau has been repeatedly protested by many Manila residents and it is possible that should more adequate funds be provided by the national government in the future, the Circulating Division might again be opened to meet more adequately the needs of the people of the City of Manila.

B. Present Extension Work

There is, so far, neither a comprehensive law nor a reputable published work of any librarian outlining a national plan for public library development in the Philippines. Prior to the enactment in 1949 of Act No. 411, otherwise known as the Municipal Libraries Act, the sole basis for the extension of library facilities to areas outside Manila, the national capital, was Section 1689(e) of the Revised Administrative Code (Act No. 2711) of the Philippines which provides that among the functions of the Bureau of Public Libraries is "The supplying of adequate reading facilities to the public of the City of Manila, and, in so far as practicable, the extension of such facilities into the provinces, in response to the needs and increasing advancement of the people of the Philippines." This legal provision, it should be noted, like all known foreign legislations on the same subject, is permissive in character because the library bureau is not required to extend library facilities outside Manila.

The absence of a law with adequate provisions on the extension of library services outside the national capital can be partly traced as the cause for the slow start of the library extension work in the country.

From 1916 to 1921, only four provincial libraries were established. In 25 years, only 18 provincial and city libraries and about 51 library deposit stations, mostly in army cadres could be opened. Up to June 30, 1941, extension work was entrusted to a mere section in the Administrative Division. On July 1, 1941, the Registration of Priests and Ministers and Extension Division was created. When the Bureau of Religious Affairs was created and the Division of Registration of Priests and Ministers was transferred to it, the Extension Section was dissolved and its work was reassigned to the Administrative Division. It was not until 1945 when a separate Extension and Traveling Libraries Division was established.

In 1947, the Municipal Libraries Division was also created -- two years before Act 411 was enacted.

Upon the creation of the Municipal Libraries Division, the Extension Division was charged with the establishment, administration and supervision of provincial, city and barrio or village libraries. Like wise, the division took upon itself the establishment and supervision of library deposit stations.

The Municipal Libraries Division was charged merely with the establishment and supervision of municipal libraries.

The Division, being considered as but a temporary division, never had a permanent chief of its own. Its head has always been assigned on detail. (The Chief of the Extension Division has been continuously detailed to the Municipal Libraries Division). Two of those subsequently assigned as acting chiefs of the Extension Division were a travel grantee and a Fulbright scholar who went especially to the United States to observe and study respectively extension library practices and techniques. These two divisions were finally merged in 1958 and the name Extension Division has been retained.

(1) Municipal Libraries: Establishment and Supervision:

The Municipal Libraries Division's organization was unique in the sense that it was the only division which processed its own books. The deviation from the policy of maintaining a centralized cataloging system had been justified by the desire to coordinate all the activities in the establishment of town libraries. So as to minimize hitches in the opening of a library by reason of the delay in the processing of library materials, it was found expedient to train a special corps of employees who could be shifted from one work to another to avoid bottlenecks.

Typists were often employed to perform mechanical processes and laborers were employed as typists. The resulting arrangement proved to be quite adapted to the peculiar functions of the Division.

Aware of the English and American basic concept that the local library is essentially a local concern, the opposite of the prevailing view of the Philippines, our library planners conceived of a library development program that requires the cooperation not only of the local and national governments but also of the local people. For us to follow essentially the practices in Europe and United States whereby the establishment of a local library is left almost fully to the local governing authorities was considered impractical in our case because there is as yet no well-developed public library tradition in our country and it is quite doubtful if the town officials, not to mention the local people, would gladly support out of local funds an institution whose immediate beneficient effects are obviously difficult to gauge.

Moreover, we are also aware of the difficulties of the small town libraries in both Europe and the United States to develop fast enough to meet current local needs without the assistance of the national governments concerned. Since only a few years ago, a more persistent agitation for Federal support to local libraries has been observed in the United States. Even in England, with its traditional love for local autonomy, responsible librarians find it necessary to advocate now for national support to parish and county libraries. The library development plan we are evolving is one whereby local or town libraries are the primary concern of both the national and town or municipal governments, with the assistance of the provincial government.

Under our plan, the national government is called upon to assume the leadership in the establishment of town libraries because it has much more funds for the purpose and it can coordinate more effectively all public library development activities. Moreover, it can prescribe and enforce minimum library standards. Also, it can help equalize service on a national scale. Its taxing powers are so vast while whatever limited power to tax is given to the towns is but a delegated authority that often yields an income barely sufficient for the more imperative needs of a municipal corporation. The authority to tax delegated to the towns is so limited that as a matter of practice many local projects like schools, health centers, bridges and roads are financed by the national government, The situation demands, therefore,that a successful library development program must place much reliance on national support--notwithstanding the two or more decade agitation for more local autonomy.

Briefly the contribution of the national Government in the establishment and operation of the municipal libraries are the following:

a) It supplies the initial minimum collection of 300 books aside from printed government publications. (After three months, 200 more are given if the library proves to be very active.)
b) It trains the local librarians;
c) It provides all the printed library forms;
d) It supervises all the libraries;
e) It is gradually starting to build the library buildings thru pork barrel funds of members of congress, but the original responsibility to provide the library quarters resides in the towns; and
f) It calls field librarians to conferences, seminars and workshop to promote their proficiency and professional growth.

On its part, the town government must be responsible for the following;

a) It pays the salary of the librarian and his assistant. Generally, only one employee is necessary;
b) It provides the library building or quarters. If only a room is available, it must be big enough to accommodate at least 24 people at a time;
c) It must provide at least 24 chairs, four reading tables, two bookshelves, a newspaper rack and a signboard;
d) It must provide all the supplies not available from the Bureau of Public Libraries;
e) It must appropriate at least $ 300 for newspapers and periodicals;
f) It must strive to acquire its own books either by purchase or donation in addition to those allocated by the Bureau from time to time;
g) All other expenses, necessary in the operation of the library, including the expenses for travel of the librarian are paid out of local funds.

The civic-spirited citizens can do a lot to help their town meet the requirements by donating their labor as well as the materials in the construction of the library building. They can donate the equipment or even money to cover the cost of subscriptions. Many town librarians have equipment such as chairs, tables and bookshelves donated by local people.

While there are library supervisors in the central office to supervise the libraries in the provinces, cities and towns, for more effective supervision, the provincial serves also as the superintendent or supervisor of town libraries in his province.

Incidentally, it might be mentioned that a condition imposed by the national government in the establishment of provincial, city and municipal libraries is that each province, city or town should oblige itself to abide by all the rules and regulations prescribed or to be prescribed by the Bureau of Public Libraries in the operation and administration of a library.

(2) Provincial Libraries:

At present, there are already in operation 30 provincial libraries. These libraries are joint enterprises of both the national government and each province. To be entitled to assistance in the establishment of its library, a province must meet the following reuqirements:

a) It must provide the building;

b) It must provide equipment;

c) It must appropriate annually at least $ 600.00 for subscription to newspapers and periodicals;

d) It should provide for the salary of the Provincial Librarian, Assistant Provincial Librarian, and other minor employees. (This provision is partly waived whenever the national government provides in the annual budget an appropriation for the salary of additional provincial librarians and their assistants. At present there are 18 employees in our provincial and city libraries whose salaries are paid out of national funds.)

e) It must appropriate enough to pay for the necessary supplies not provided by the national government; and

f) It must also answer for light, water, freight and the traveling expenses of the personnel.

To encourage the establishment of provincial libraries, the national government gives the following aids:

a) It may appropriate funds for the provincial library building (usually this is done thru appropriation in the Public Works Act);

b) It may pay for the salary of the provincial librarian and his assistant;

c) It gives a minimum allocation of at least 3,000 volumes to each new library. Every year thereafter additional books are allocated to each library, depending in number to the amount available for the purchase of books for the year;

d) It provides the printed forms;

e) It processes the books bought for the provincial libraries and only helps process those acquired locally;

f) It supervises the libraries;

g) It trains the provincial librarian if he is not yet trained. Or if he is already a trained librarian, he is given an orientation to familiarize him with the policies, rules, regulations and practices of the Bureau:

h) It coordinates the placing of subscription orders for periodicals and magazines and the placing of orders for books; and

i) It provides each library with all available printed government publications, numbering as many as 500 to 1,000 pieces each year.

(3) City Libraries:

Requirements for the establishment of city libraries are similar to those required for provincial libraries. The extent of the national aid is also the same. There are now 13 regularly organized city libraries.

While the city libraries are supposed to serve only a city, they are encouraged to loan any of their available collections to the nearby municipal or provincial libraries. Similarly, they can also borrow from the same libraries.

(4) Barrio Libraries and Library Deposit Stations:

There are no well defined policies on the establishment of barrio libraries and deposit stations. However, there are basic requirements to be complied with by those applying for these library agencies, such as the following:

a) A suitable reading room:
b) Adequate number of chairs, reading tables and shelves;
c) A reasonable amount for subscriptions; and
d) Availability of someone who can devote a few hours daily to the supervision of the library.

We can not escape the role the USIS libraries play in the development of our country.

Primarily the USIS materials seek to supply a balanced, accurate picture of the United States and its way of life. Since understanding cannot develop except through knowledge, the Information Service provides the materials which will give to the people of many countries information through which they may know the kind of place the United States is and the way its people live.

The core of the USIS Libraries' resources is the collection of materials about the United States. American history and biographies of American leaders indicate the course of the country's development since colonial days. Explanations of the government of the United States, discussions of American political philosophy, treatises and personal comment on the growth of the democratic spirit combine to present a balanced account of political life in America. Books on home and family life, education, and the development of social institutions point out the way Americans are learning to build more effective lives for themselves.

American literature - histories, criticism, creative work--reflects the growth of culture and the enjoyment of intellectual pleasures.

A relatively small collection of fiction presents America's life and development from a different viewpoint and also furnishes examples of what many Americans delight to read for recreation.

American publications on world history or the history of definite regions outside the United States are also included. American biographies of international figures and discussions of America as seen by prominent foreigners add to the resources of the libraries.

The USIS Libraries offer to the people of the Philippines the best that is available in American thought, letters, action, and recreation. They have on their shelves materials to present a typical picture of the United States and her place in the world; to show American people and their interests, both collective and personal; and to develop friendship and understanding between the peoples of the United States and of the Philippines. At present there are three USIS libraries in the Philippines. The Thomas Jefferson Cultural Center in Manila and the U. S. Information Centers in Cebu and Davao Cities.

LIBRARY DEVELOPMENT IN SINGAPORE

by
Hong-too Lim
Hon. Secretary
Library Association of
Singapore

Introduction

Singapore is a city-state with a land area of 224.5 square miles and a population of 2 millions. Situated at the cross-road of east and west, Singapore is also a multi-racial, multi-religious and multi-cultural nation.

This year Singapore celebrates the 150th anniversary of her founding. For a greater part of this 150 years of history Singapore was a British colony, forming the Straits Settlements with Penang and Malacca. In 1955 Singapore achieved partial self-government and in 1959 full internal government. In 1963 Singapore obtained independence by joining the Federation of Malaysia as a member-state, but the political affiliation was short-lived. The independent state of the Republic of Singapore came into existence in August 1965.

The population of Singapore consists of four main races, the Chinese, the Malays, the Indians and the Eurasians. Being multi-lingual all the four major languages, Chinese, English, Malay and Tamil, are made official languages.

Since independence Singapore has made significant progress in almost every field of her development, notably in education, housing and industrialization.

Despite her political independence Singapore is inseparable from the Federation geographically, economically and socially. In library movements the two countries share the same origin and maintain close contacts through the many professional activities of the two national library associations.

National and Public Libraries

The first public library in Singapore started in 1832 when a subscription library was opened at the Raffles Institution, which is a boys' school. Membership was open to the boys of the Institution and their parents on the payment of an annual subscription. It was later known as the Singapore Library and its collection was entirely in English. Though after the World War II a Young Men's Section was added to it, the Singapore Library remained without any significant change until the 1950's. In 1953 a fund of *$375,000 was offered by the late Mr. Lee Kong Chien through the Lee Foundation for the building of a national library. The offer was accepted by the Singapore Government and the Raffles National Library Ordinance was passed in 1957, which provided for the establishment of a library, which in addition to being a national library, should provide also free public library and bibliographical services. The establishment of the National Library in 1960 was a milestone in library development in Singapore and significant progress was made.

The discontinuance of subscription is a major change. The National Library serves as a depository of books printed in Singapore according to the Printers and Publishers Ordinance. It serves as a archival centre for the preservation of official archives. It provides bibliographical services to government departments and to the Parliament. It also undertakes to compile national bibliographies and union catalogues. In addition, it plays the role of a public library as well.

In 1957 for the first time, books in other major local languages besides English (i.e. Chinese, Malay and Tamil) were purchased and organized for use. Readership of the National Library increased rapidly. There were 31,000 persons (65 % children) in 1959 and more than 100,000 in 1965 (80% children). In 1968 there were 150,000 of which 70% were children under 15.

When readership expanded rapidly it was found that the Central building completed in 1960 was becoming overcrowded in terms of accommodation for collections, staff and services. As the possibilities of expension in the central building were limited, the National Library decided to decentralize the reader services through the expansion of mobile library services and the establishment of branch libraries. Two part-time branches were established in the Joo Chiat and Siglap community centers. Plans are now being finalized for the setting up of a full-time branch in Queenstown Area, one of the two major housing estates. The Branch will be operative in mid-1969.

The National Library had a collection of 150,000 volumes in 1958, it now has over 400,000 volumes and has a rate of annual increase of 40,000 volumes.

The National Library is wholly financed by Government funds, except aids in the form of scholarships and gifts of books or equipment. In analysing its finances the main difficulty lies in the separation of its public library and national library operations. Taking both together, the total budget in 1969 for Singapore's population of 2 million is * $1,226,660 or roughly 60 cents per head of population.

There are 45 professional staff members in the National Library, of which 26 are qualified librarians. There were only 10 professional posts in 1958 and 6 qualified professionals in 1962.

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* Singapore currency.

University and College Libraries

Singapore has two universities, the University of Singapore and the Nanyang University, a technical college, the Singapore Polytechnic, a Teachers' Training College and two junior colleges, the National Junior College and the Ngee Ann Technical College.

The University of Singapore traces its origin to a medical school established in 1905 and to the Raffles College founded in 1928. In 1949 the College of Medicine and the Raffles College merged to form the University of Malaya. In 1959 two divisions of the University of Malaya were constituted, one at Singapore and the other at Kuala Lumpur. In January 1962 the two divisions became two independent universities. The Singapore division became the University of Singapore and the Kuala Lumpur division became the University of Malaya.

The University of Singapore has an enrolment of more than 4,000 students in the faculties of Arts, Science, Law, Medicine, Engineering and in the Schools of Education and Pharmacy.

The book collections of the University of Singapore now number more than 430,000 volumes of which 135,000 volumes are in the Chinese Library, 39,000 volumes are in the Law Library, 60,000 volumes in the Medical Library and the rest in the Main Library. The books are classified by the Library of Congress system except the Chinese Library collection which is classified by the Harvard Yenching system. The Library receives about 6,000 current periodicals.

The Library now has 14 professionally qualified librarians and 5 unqualified professionals.

Nanyang University was established in 1956 and it now has an enrollment of 2,500 students in three colleges, Arts, Science and Commerce. The Library has 150,000 volumes and receives currently 800 periodicals. The Liu Kuo Chun system is used for Chinese books, which form the bulk of the collection, and Dewey Classification is used for English books. The Library is housed in a new million dollar six-story building, which has a floor space of 65,000 sq. ft. and is designed to house 400,000 volumes and seat 1,200 readers. The Library now has seven qualified professional librarians and 8 unqualified professionals.

The Singapore Polytechnic was founded in 1959 and now offers degree courses in accounting, architecture, civil, mechanical and electrical engineering. By agreement, students majoring in these courses are awarded degrees from the University of Singapore. The Polytechnic now has an enrolment of 3,000 students.

The Polytechnic Library has a collection of 45,000 volumes, chiefly in English, relating to engineering, architecture and nautical studies. 500 periodicals are currently received. The Universal Decimal system is used for classification. There are 7 professionally qualified librarians and 5 unqualified professionals on the staff.

The Teachers' Training College, founded in 1950, offers a two year certificate in education for primary and secondary teachers. Instruction is in the four official languages. The College has an enrolment of 6,000 students. The size of the collection is now over 40,000 volumes. The Library receives 150 current periodicals. There is one qualified librarian in charge with an unqualified assistant.

The National Junior College started to have classes this year. Though the College has just started to build up its collection it has already obtained the service of a qualified librarian.

The Ngee Ann Technical College was founded in 1963 as the Ngee Ann College. It is now intended to be a junior technical college offering courses in commerce, applied science and engineering. The Library has 28,000 volumes, mainly in Chinese. About 100 current periodicals are received. The Librarian is professionally trained and she is assisted by two unqualified professionals.

School Libraries

There are two main streams of education in Singapore, namely, the English stream and the Chinese stream. There are also some Malay and Tamil schools. The English stream is mainly supported by the Government or the various churches while the Chinese stream is maintained by the Chinese Community. Most of these schools are now supported by state funds.

According to the Singapore Year Book, 1967 there were Government schools, 260 Government-aided schools and 68 private schools in 1967. The number of pupils increased from 502,987 in 1966 to 517,885 in 1967. Many of the schools have a central library and those without are having library provisions in the form of classroom collections.

A recent survey of secodary school libraries (by the Editorial Board of the Directory of Libraries in Singapore, to be published soon) indicates that almost all of them have a collection of over 2,000 volumes while there are some which have excellent collections of 30,000 or 40,000 volumes, notably the Chinese High School Library, the Tuan Meng High School Library, the Chung Cheng High School Library and the Catholic High School Library. With progress in industrialization in recent years emphasis has been placed on vocational and technical education for Singapore's youth. There are 10 to 15 vocational and technical schools but being rather newly established, their collections are fairly small, ranging from 2,000 to 7,000 volumes.

Noting the importance of school libraries the library profession in Singapore has been pressing through the Library Association of Singapore for the provision of school libraries. In 1962 a Sub-Committee of the Library Association drew up a memorandum on the provision of school, libraries and submitted it to the Ministry of Education. In the same year a Standing Committee on School Libraries was formed for the promotion of school libraries. The Sub-Committee is now finalizing plans to publish a School Library Handbook. A start has also been made in the direction of training school librarians. The services of a Fulbright lecturer in library science were obtained at the Teachers' Training College for the last year and a half, and about 260 teacher-librarians have completed an optional course in school librarianship at the Teachers' Training College. The Library Association of Singapore has set up a School Library Section and has invited all these teacher-librarians to participate in the activities of the Section for the promotion of library services in the schools.

Special Libraries

The survey by the Editorial Board of the Directory mentioned above indicates also that there are more than 30 Government departmental libraries and also about 30 libraries serving the commerce and industries. Most of the Government departmental libraries are small specialized collections serving the needs of the respective departments. There are a few good specialized collections. The Attorney-General's Chambers Library has a collection of 8,000 volumes, mainly legal works. The Botanic Gardens Library has about 10,000 volumes related to botanical research.The Parliament Library has 4,000 volumes. The Statistics Department Library has 16,500 volumes including all kinds of statistical data. The High Court Library has 17,000 volumes mainly in law and political science. As it is obvious all these libraries are not self-sufficient and they all depend heavily on the National Library or the University of Singapore Library for material not held by them.

All the 30 libraries serving the Commerce and industries are small and serve only the immediate needs of the parent organizations.

Libraries provided by Foreign Agencies

Both the USIS Library and the British Council Library in Singapore play an important role in providing public library services. Both libraries have up-to-date collections relating to the cultures of the USA or England.

There are also about 10 libraries maintained by Foreign Diplomatic Services and open to the public, but their collections are generally small.

The Library Association and its activities

Librarianship in Singapore is inextricably woven with that of Malaysia. The professional library associations in both countries share the same origin and work very closely with each other.

The earliest professional library association was organized in 1955 as the Malayan Library Group, when there were only half a dozen qualified librarians in both countries. Nevertheless, the Malayan Library Group started off promisingly with 54 members, 40 from Singapore and 14 from the Federation. In 1958 the Group had expanded so rapidly that it changed its name to the Library Association of Malaya and Singapore. But application for registration in the Federation was not approved, as by this time Singapore and Malaya had become two separate political entities; the Federation of Malaya achieved independence in 1957 while in the same year, Singapore achieved internal self-government. It was the policy of the Federation Government not to grant registration to pan-Malayan societies. This resulted in the formation of two separate associations and the Library Association of Singapore (LAS) was inaugurated in 1960. In 1965 when Singapore became a memberstate of the Federation of Malaysia, the LAS reconstituted itself as a branch of the Persatuan Perpustakaan Malaysia (PPM, i.e. Library Association of Malaysia). The separation of Singapore from Malaysia in 1965 led to the Singapore Branch being reconstituted again as the present national organization, Persatuan Perpustakaan Singapura (PPS, i. e. Library Association of Singapore)

The PPS now has 136 personal members of which 71 are qualified professionals. There are also 12 institutional members. The PPS has just launched a campaign to invite about 260 teacher-librarians and also their schools to join the Association as members. More than 50 applications have been received to date. This could result in a sudden jump of the membership figures.

The PPS maintains close contacts with the PPM through a Joint Liaison Council which meets at least twice a year, alternately in Kuala Lumpur and Singapore, through two Joint Standing Committees, the Joint Standing Commitee on Library Education (JSCLE) and the Joint Standing Committee on Library Cooperation and Bibliographical Services (JSCLCBS), and through a number of joint publications, conferences and projects.

The JSCLE has been working on the library school project for a number of years. A Sub-Committee was set up to prepare a *Memorandum for a School of Librarianship* for submission to the Ministry of Education of Malaysia.

Under the wings of the JSCLCBS, a number of bibliographical projects and cooperative projects have been started or planned. The National Bibliography of Singapore initiated by the JSCLCBS and compiled by the National Library is in the final stages of preparation and is due to be published any time now. In connection with the publication of the National Bibliography the JSCLCBS appointed a Sub-Committee to study the expansions to the geographical and period subdivisions for Malaysia and Singapore, and also the expansions for languages and literature of the Austronesian region in the Dewey Decimal classification. Three other Sub-Committees were also appointed to work on the standardization of bibliographical terms in three major languages, Chinese, Malay and Tamil.

A Union Catalogue has been planned for quite some time, and for a start a Union Catalogue of Scientific and Technical Serials is being compiled. The work of compilation is making good progress.

Another Sub-Committee was appointed by the JSCLCBS to compile an *Index to Current Malaysian, Singapore and Brunei Serials*. This is intended to be an annual publication and the first issue covering serials published in 1967 is due to be published in June-July 1969.

There are yet two other Sub-Committees, one working on interlibrary loans and the other working on the co-ordination of microfilming projects.

Besides the activities of the Joint Standing Committees, the PPM and PPS jointly publish a semi-annual official journal, Prepustakaan, whose predecessors are the *Malayan Library Group Newsletter* (1955-59), *Majallah Perpustakaan Singapura* (*Singapore Library Journal*) (1961-64) and *Perpustakaan Malaysia* (1965).

To arouse and maintain public interest on issues of importance and to keep members in touch with up-to-date information in librarianship in the two countries and elsewhere, the PPM and PPS periodically organize joint conferences or seminars on topics of current interest. The following have been organized and the proceedings of these are published in the official journal:

1965 Conference on the Acquisition of Malaysian Materials.
1967 Joint Conference on the Role of the Public Libraries in National Development.
1969 Planning for the 70's, a Joint Seminar of the PPM & PPS.

As a follow up of the UNESCO Meeting of Experts on the Problems of Book Production and Distribution in Asia held in Tokyo in May 1966, the PPS took the initiative to organize a Workshop on the Problem of Book Production and Distribution in Singapore in November 1966. The Workshop was attended by 75 delegates and 45 observers, including educationists, librarians, publishers, booksellers, printers, authors and readers. One of the recommendations of the Workshop led to the establishment of the National Book Development Council of Singapore in February this year.

Another publication project which is being undertaken is the compilation of a *Directory of Libraries in Singapore*. Editorial work has been finalized and the *Directory* has gone to print and is due to be published in a month or two.

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LIBRARY DEVELOPMENT IN THAILAND

by
Dr. Frances Lander Spain

A catalog of the needs of libraries in Thailand today is not different in kind from the needs identified in 1951; only the degree of need has changed. Listed briefly they are: a new concept of services, money; books and other materials; organization; and trained personnel.

The 69 Thai librarians who have studied and traveled abroad, and have returned home, are familiar with the concept of service that now permeates all kinds of libraries in the Western world. They are rapidly adapting the appropriate elements of this new library service to libraries in Thailand, which accounts for the unlocked glass doors, the open shelves, the reference sections, the home circulation of books that have transformed libraries in the past decade. Probably this finds best expression in libraries of educational institutions where reference service is tied closely to classroom instruction. This concept has not reached all administrators who often cling to the traditional in library practices. Librarians are being supported by the Thai who go abroad to study in other disciplines, or to observe, who, returning, demand the kind of libraries they used or observed while away. But the great mass of citizens simply do not know what to expect of public libraries, and so make little claim on them.

The idea, the fact, that libraries are expensive, that they are expensive not only to establish but also to maintain has not yet been accepted among administrators in Thailand. Libraries do not have annual budgets adequate to support a program of constant, continuous modern service. Financial support comes from several sources. Salaries are rigidly controlled by civil service classifications and grades, and are paid from the Government budget. Books and other materials are bought from fees collected from school children, university students, and those members of the public who wish to take books home to read.

Until the practice of having a regular budget is general, planned library growth will be retarded.

Closely related to this, and depending upon it, is the need for books and other materials. Book collections in specific libraries and for the country as a whole have been increased manyfold. Numbers, however, do not indicate the quality, condition, or appropriateness of these books. Almost without exception the collections are still too small and not well selected. Gifts constitute a large part of the book stock and these, if unsuitable for the age or interests of the readers, may not be transferred to a library where they might be more useful. Rigid rules of Departments make it practically impossible to do inter-library transfers, even within government units. The concept and practice of exchange of materials is only now beginning to prevail.

One cause of this scarcity for which neither the librarians nor the administrators are reponsible is the lack of enough appropriate Thai books available for purchase. This is especially true in the elementary schools, the children's sections of the public libraries, and in the sciences for students and adults. Books have not been written and published in sufficient quantity and range to fill the needs of people who read only Thai. Books in Western languages are expensive and appeal only for that small percent of the population who can read them. More extensive translation is indicated here as an expediency, but the encouragement of authors and publishers to produce indigenous material is a long range responsibility of Government. Paperback books are used when possible to give variety and to conserve book funds, but can not form the core of a permanent collection of materials for basic library service.

Very few libraries furnish audio-visual materials. The educational libraries have vertical file materials, filmstrips, a few films, tapes and some recordings. These are not available in the public libraries. Magazines and newspapers are generally provided. Often the equipment to make to audio-visual materials usable are not available.

Internal administration and organization of libraries has improved considerably. The Thai translation of the Dewey Decimal Classification has given a workable tool to Thai librarians and instruction in catalog and classification through courses and workshops has tended to standardize this area of organization. Several classification systems are used, but most librarians follow a modified standard catalog form for book cataloging. These is no centralization of technical processess in the universities, only the beginning of a union catalog in one university, and little supervision or advice from the central libraries with their trained, experienced staff to the several faculty libraries. Though school libraries are organized separately, there is some supervision of service, book selection, and principles of administration from the trained supervisors in the Ministry of Education. A similar attempt is made from the Adult Education Division of the Ministry of Education for public libraries, which now has an overseas trained librarian for professional consultation.

Except the National Library with its present staff of 59 no other library is large enough to need elaborate administrative organization. Personnel practices are

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simple and satisfactory as long as the staffs remain small and communication are on a person-to-person basis. This area will need more exploration and practical application of personnel administration principles as libraries grow and the possibilities of large systems become realities.

The number of librarians has increased greatly, nevertheless there is an overwhelming lack of trained personnel. Dr. Gelfand estimated that 50 new staff for the National Library and 25,000 school librarians will be needed-are needed now if standards could be applied. The National Library has in its budget for next year 14 new positions for professional librarians, so already this need is imminent. The 3 present library education programs cannot produce librarians fast enough to make any inroads on this serious need. Additional programs in teacher training institutes and colleges of education would ease the school librarian problem, but eventually a demand for trained public librarians will present a problem almost as great as that of the school librarians today.

Some librarians will continue to be trained abroad, but the Master of Arts graduate library curriculum at Chulalongkorn University should take over rapidly the education of most of the librarians who will hold positions of leadership in Thailand.

Recruiting has not been a problem yet. There are more applicants for admission to library training programs than places available. Enrollment at present is limited by number of faculty, text books, and quarters.

Kurusapha, the Teachers' Institute, that recommends policies and standards for the schools has recognized the school librarian as a full member of the faculty and has accorded this position the same status as that of teacher with equal preparation and experience. School librarians no longer need to teach in order to be eligible for salary increases and promotion. There is, however, a cut off grade and salary beyond which librarians do not go, and the implementation of this policy reverts to the principals of the individual schools, so there is much variation in its application. This has not been done for librarians of the universities who, at present, must be lecturers as well as librarians in order to have status, salary and promotion. And no professional recognition is given to librarians who are in public libraries.

The Government of Thailand is making heroic strides in its determination to give its people a better life. Improvement in educational opportunities, in health and sanitation, in welfare and recreation, in economics, in physical facilities of better roads and electricity; the encouragement of industry; and attention to agriculture all tend to create a climate of change and growth. Librarians both contribute to this progess and are demanded by it. The resources of good library collections and services are the source materials for study and research that support the economic and cultural development of the country and, in turn, a literate people look to the library for continuing cultural and educational opportunities.

There has been so much library growth in Thailand in the last ten years that the areas in which little improvement has taken place are the more noticable. With the momentum generated by expansion of library services in the immediate past, the next decade should witness an even more astounding program of library development.

HISTORICAL DEVELOPMENT OF VIETNAMESE LIBRARIES

by
Dang Phuong Nghi
Director
The Directorate of
National Archives and Libraries

The concept of library has much evolved recently but its primary meaning of a place where books are kept had almost uniquely prevailed during the old days in Viet-Nam before the French colonization.

The first historically mentioned library in Vietnam was the royal library of the L' y dynasty, famous for its complete collection of Buddhist texts acquired in 1018. As printing, introduced in Vietnam in the XVth century, did not get yet widespread diffusion, manuscripts and often archival documents (for the distinction between archives and libraries is a newly acknowledged notion) composed the majority of the materials stored in the old libraries, the keepers of which being moreover charged with the copying of books and the making up of compendiums of regulations and laws. Besides the royal library, there were also libraries in the royal college and pagodas. The above libraries being reserved only to a minority of users (the king and his attendants, the college staff, the pagodas monks), the access was banned to the public and individuals who were interested in books had to make acquisition by themselves. As a consequence a considerable number of private libraries or book cabinets were settled to constitute precious deposits of rare and ancient works to be searched out nowadays. To prevent dissemination and loss of cultural materials as well as to enrich the royal collections, King Lê Thânh Tông resolved on gathering at the royal library a copy of each published work by ordering in 1480 the search for books throughout the kingdom and by awarding their presentation. His efforts were nullified by a succession of wars and agitations during the XVIth and XVIIth centuries which destroyed quantity of libraries, causing the disappearance of numerous masterworks that we know only through the bibliographies of the two Vietnamese scholars, Lê Quĩ Dôn (at the end of XVIIIth century), Phan Huy Chú (at the beginning of IXth century). With the Nguyên dynasty (1802-1945), the royal library, transferred to Huế, the new capital, sprang into vigorous action, increasing to thousands the number of the materials stocked.

At the beginning of the French colonization, the admiral-governors of Cochinchina decided to set up for their own use a modern library in Saigon, which became public in 1882. This initiative was followed by the establishment of a certain number of public reading-rooms in Hanoi and Haiphong. In spite of the support from the founders, these libraries could hardly be improved to reach Western standards. It was only in 1901 that modern cataloguing techniques were introduced in the library of Cochinchina, and only in 1909 that a librarian was officially appointed to manage it. At the instance of the Far East School (Ecole Francaise d'Extreme-Orient), the contemporary Government created in 1908 the Directorate of the archives and libraries of Indochina, whose first director was Paul Boudet, a graduate from the National School of Charters in Paris(Ecole nationale des Chartes), with the assistance of such competent specialists as Ngô Dĩnh Nhu, the late political figure and André Masson, the current Inspector General of French libraries, most of them being chartists, Paul Boudet succeeded in:

- setting up the Central library of Indochina in Hanoi,
- reorganizing the already set up libraries as well as establishing new ones, and affording more reading and lending rooms, in Hanoi, Haiphong, Saigon, Hue, Phnom-Penh and Vientiane.

The Central library(named after Pierre Pasquier in 1935) opened to the public in 1919 was the first up-to-date library in Asia with an organization which had nothing to envy the best European ones; It was composed of a reading room with more than 150,000 books written in Vietnamese, French, English, German, etc.., a children's room with 3,000 books, a map-room, a repairing service, a legal deposit service regulated by the decree of 1922, a bibliographical service applying to the publication of book lists and the Bibliography of Indochina, and regulation service entrusted with drafting and editing periodical compendium of laws of Indochina. Besides these regular functions, the Central Library had also to arrange exhibitions and to cooperate with the directorate in training librarians.

As far as the royal library was concerned, it remained unchanged until 1945 when it joined the Royal Council library, the royal college library and Kings Duy Tan and Bao-Dai's private libraries on the one hand, the Residence library(settled in 1925) and the French officers Club library on the other hand, to form the library of the Institute of Culture which was holding the richest fund of ancient books in Vietnam (100,000 volumes).

Other important libraries were the library of the University of Indochina in Hanoi with 15,000 books and special libraries as the library of the Public-Works service, the library of the Far East School and the library of the Oceanographical Institute.

Library activities sufferred a serious setback during the events of 1945-46 and in 1947, as a measure of security, the Directorate of Indochinese archives and libraries moved to Saigon. The Central Library was then annexed to the University library to become the General library which in 1954, was transferred from Hanoi to Saigon according to the treaty of Geneva, conveying with it one fifth of its collection. It is still functioning under the same appellation in the district of Cholon, as part of the National library which is composed moreover of the ancient library of Cochinchina situated at Gialong Street. They will be reunited when the construction in process of the new building of the National library will be accomplished. As for the library of the Institute of Culture, it was not so fortunate. Because of the hostilities of 1945-1946, its materials were carried to a village near Hue where they were heavily damaged, so that when in 1947 arrangements were made to move them back, only one tenth of the collection was rediscovered. The Institute itself was dissolved in 1958 and its library was once more dispersed. Only the royal collection was partly saved and transferred to the archives of Dalat where they are still kept in store.

To promote the development of libraries, the Government of the Republic of Vietnam set up in 1958 the Directorate of National Archives and Libraries to deal with the supervision of every public library settled in the country. Consecutively, a legal deposit order and status of library staff were issued. These regulations, deemed unsatisfactory because of numerous gaps and imperfections, are being revised and new library laws will be promulgated by the end of this year.

Actually Vietnam has, not including foreign libraries and many average libraries and reading-rooms the total of which is not yet accurately known, a score of important libraries boasting more than 10,000 books and periodicals, among which are the National Library, university libraries such as the library of the School of Medicine and the library of the School of Administration, special libraries such as the library of the Institute of Archaeology and the library of the Center of Atomic Energy, municipal libraries such as the public library of Dalat, governmental libraries such as the library of the Ministry of Information. Although some of them, as general libraries, possess a very well catalogued stock, the majority leave much to desire as for the handling of their materials, owing to the want of qualified personnel. Since its creation the Directorate has collaborated with the School of Administration and other services to set up short training-courses for sub-librarians. At present it is working at the settlement of a school of archives and libraries intended to train highly qualified librarians which will be opened in the very near future. With the support of the Ministry of Cultural Affairs, the Directorate hopes to be able to realize partly if not entirely, a ten year development program aiming at the improvement of existent libraries and at the establishment of a close network of librariesin the country. As a counterpart a USAID program designed for developing school libraries is also under way. The Directorate is also cooperating with theVietnamese Library Association which was founded in 1959 but has become active only since 1967 for the compilation and the publication of bibliotheconomic works and the edition of a journal of the Association.

Actually, all endeavours concerning laying down the aforesaid network of libraries are facing innumerable difficulties and hindrances due to the present state of war, but notwithstanding these obstacles Vietnamese librarians are confident that Vietnamese libraries will know some day a development worthy of their ancient prestige.

ANNEX

1. Program
2. List of Delegations
3. Speeches & Messages
4. Mass Media Coverage on the Conference

The
Asia-Pacific Conference
on
Libraries and National Development

Executive Committee

Chairman:	
Kang, Chu-Chin	President Korean Library Association
Member:	
Chang, Il-Se	Chief Librarian Technical Services Department Central National Library
Choi, Kun-Man	Executive Director Korean Library Association
Kim, Doo-Hong	Secretary General Korea Scientific & Technological Information Center
Kim, Se-Ik	Professor, Ewha Womans University
Lee, Choon-Hee	Professor Sung Kyun Kwan University
Lee, Pong-Soon	Director Ewha Womans University Library
Paik, Rin	Director, Processing Division Seoul National University Library
Park, Dae-Kwon	Chief General Officer Korean Library Association
Park, Ke-Hong	Librarian Korea Institute of Science and Technology

1. OBJECTIVES:

The objective of the Conference is to discuss the role of libraries in the process the national development and modernization in Asia and the Pacific region and pass on possible solutions and suggestions arrived at by the conference members to the library policy making bodies of the participating countries. In addition, the Conference seeks to further active international cooperation among libraries.

2. DATE : May 28 through 30, 1969

3. PLACE : Academy House, Seoul, Korea

4. OUTLINE OF THE CONFERENCE :

1) Keynote Speech:

"The Role of Libraries in National Development"
Dr. Yi, Pyeng-Do, President
Korea National Academy of Sciences

2) Papers to be presented:

a. "The Social Mission of Libraries in Advancing Societies"
Dr. Raynard C. Swank, Dean, School of Librarianship
University of California, Berkeley

b. "Korean Libraries: Past and Present"
Mr. Kang, Chu-Chin, President
Korean Library Association

c. "The Government Role in Library Development"
Mr. Foster E. Mohrhardt, Program Officer
Council on Library Resources, Inc.

d. "Library Development and International Cooperation"
Mr. David H. Clift, Executive Director
American Library Association

e. "Community Development and Public Libraries"
Mr. Chang, Il-Se, Chief Librarian
Technical Services Department
Central National Library, Korea

f. "Professional Librarian Education and Personnel Exchange"
Dr. Lester E. Asheim, Director, Office for Library Education
American Library Association

Wednesday, May 28, 1969

13:00	Leave New Korea Hotel for Academy House
13:30.15:00	Registration
15:00.15:30	Opening Ceremony Congratulatory Message of the Prime Minister of the Republic of Korea Welcome Address : Minister of Education
15:30.16:00	Keynote Speech "The Role of Libraries in National Development" Dr. Yi. Pyeng-Do, President Korean National Academy of Sciences
16:00.16:30	"The Social Mission of Libraries in Advancing Societies" Dr. Raynard C. Swank, Dean, School of Librarianship University of California, Berkeley
16:30.17:30	Discussion Moderator : Lee, Pong-Soon
18:00.19:00	Reception hosted by the President of the Korean Library Association
19:00.20:00	Dinner (informal)
20:00.22:00	Film Showing in Conference Room

Thursday, May 29, 1969

7:00. 9:00	Breakfast (informal)
9:00. 9:30	"Korean Libraries : Past and Present" Mr. Kang, Chu-Chin, President Korean Library Association
9:30.10:30	Discussion Moderators :Kim, Doo-Hong, Lee, Choon-Hee
10:30.11:00	Coffee break
11:00.11:00	"Library Development and International Cooperation" Mr. David H. Clift, Executive Director American Library Association
11:30.12:00	Discussion Moderators :Chang, Il-Se, Park, Ke-Hong

12:00.14:00	Lunch (informal)
14:00.14:30	"The Government Role in Library Development" Mr. Foster E. Mohrhardt, Program Officer Council on Library Resources, Inc.
14:30.15:30	Discussion Moderators : Kim, Doo-Hong, Lee, Choon-Hee
15:30.16:00	Coffee break
16:00.16:30	"Community Development and Public Libraries" Mr. Chang, Il-Se, Chief Librarian Technical Services Department Central National Library, Korea
16:30.17:00	Discussion Moderators : Park, Ke-Hong, Choi, Kun-Man
18:30.20:00	Dinner hosted by the President of Ewha Womans University

Friday, May 30, 1969

7:00. 9:00	Breakfast (informal)
9:00. 9:30	"Professional Librarian Education and Personnel Exchange" Dr. Lester E. Asheim, Director, Office for Library Education American Library Association
9:30.10:00	Discussion Moderator : Lee, Pong-Soon
10:00.10:30	Coffee break
10:30.11:30	Adoption of Resolutions Moderators : Choi, Kun-Man, Kim, Doo-Hong
11:30.12:00	Closing Ceremony
12:00.14:00	Lunch (informal)
14:30	Departure from Academy House
14:30-15:30	Inspection of Seoul National University Library
15:30.16:40	Inspection of Central National Library
16:40.17:40	Inspection of National Assembly Library
17:50	Leave New Korea Hotel for reception
18:00.20:00	Reception hosted by Minister of Education (Korea House)

Annex 2 LIST OF DELEGATIONS

(1) Korean Delegates

Chang, Il-Se	Chief Librarian, Technical Services Department Central National Library
Choi, Jai-Hi	Director, Seoul National University Library
Chung, Chin-Sook	President, Korean Publishers Association
Chung, Sang-Koo	National Assemblyman
Kang, Chu-Chin	President, Korean Library Association
Kirn, Doo-Hong	Secretary General, Korea Scientific & Technological Information Center
Kim, Ke-Sook	Dean, Graduate School Seoul National University
Kim, Kyung-Su	Secretary General Korean National Commission for UNESCO
Kim, Yong-Koo	Editorial Writer, The Hankook Ilbo (daily newspaper)
Lee, Chang-Sei	Director, Central National Library
Lee, Chong-Moon	Managing Director, Chong Kun Dang Co.
Lee, Choon-Hee	Professor, Sung Kyun Kwan University
Lee, Churl-Hee	Director, Bureau of Social Education Ministry of Education
Lee, Jai-Chul	Professor, Yonsei University
Lee, Kyu-Hyun	Managing Editor, The Joong-ang Ilbo (daily newspaper)
Lee, Pong-Soon	Director, Ewha Womans University Library
Lee, Sung-Chul	Director, Bureau of Culture Affairs Ministry of Culture and Information
Min, Yung-Bin	President, Sisayongo-sa Publishing Co.
Minn Young-Gyu	Professor, Yonsei University
Park, Kyung-Won	Principal, Kyung-nam High School
Park, Ke-Hong	Librarian, Korea Institute of Science and Technology

Park No-Sun	National Assemblyman
Um, Dae-Sup	Vice-President, Korean Micro-Library Association

(2) Foreign Delegates

AUSTRALIA	Mr. Francis A. Sharr President The Library Association of Australia
CHINA	Mr. Daniel T.C. Chang Chief, Government Documents and Publications Division National Central Library
INDONESIA	Mr. A.S. Nasution Head Library Institute Education Department Ministry of Education
JAPAN	Dr. Satoshi Saito Chairman Japan Library Association
PHILIPPINES	Mrs. Estela M.Figueroa President Philippines Library Association
SINGAPORE	Mr. Hong-too Lim Assistant Librarian University of Singapore
THAILAND	Dr. Maria LaoSunthara Librarian UNESCO Regional Office for Education in Asia
U.S.A.	Dr. Lester E. Asheim Director Office for Library Education American Library Association
	Mr. David H. Clift Executive Director American Library Association
	Mr. Foster E. Mohrhardt Program Officer Council on Library Resources, Inc.
	Dr. Raynard C. Swank Dean, School of Librarianship Univ. of California, Berkeley
VIETNAM	Miss Dang Phuong Nghi Director, The Directorate of National Archives and Libraries

(3) Libraries

Chung-Koo Kang	Korea National Assembly Library
Chung-Nam Kwon	Korea University Library
Chung-Hup Kwon	Taegu City Library
Kyung-Il Kim	Central Education Research Institute Library
Kyo-Sun Kim	Director Chun-buk University Library
Duk-Hoon Kim	Librarian Atomic Energy Research Institute Library
Suk-Soon Kim	Assistant Librarian Kon Kuk University Library
Se-Ik Kim	Professor Ewha Womans University
Won-Ki Kim	Director National War College Library
Yoo-Tae Kim	Librarian Central Library of ROK Air Force
In-Won Kim	Chief Planner Korean Library Association
Chong-Moon Kim	Director Pusan City Library
Chong-Hoe Kim	KORSTIC
Chang-Hae Kim	USIS, Pusan
Hae-Young Kim	USIS, ACC
Seung-Myun Nam	Sungkyunkwan University Library
Yoon-Ki Min	Director Kyung-buk University Library
Dae-Kwon Park	Chief General Officer Korean Library Association
Seung-Ha Park	Principal Hanbat Middle School

Chi-Uk Park	Kyung-buk Education Research Institute
Hee-Yung Park	Hankuk University of Foreign Studies Library
Hyo-Kap Bang	KIST Library
Rin Baik	Seoul National University Library
Chul Sakong	KORSTIC
Tack-Kyung Sung	Korea National Assembly Library
Tong-Man Son	USIS, Kwangju
Sung-Woo Son	Kon Kuk University Library
Hak-Kyun Shin	Central National Library
Woo Choon Sim	Choong-Ang University
Yung-Ju Ahn	Yonsei University Library
Yung-Hwan Oh	Jemulpo High School Library
Choon-Ho Yoo	Library Service Center, 8th Army
Ku-Ho Yun	Sogang Jesuit University Library
Byung-Tae Yoon	Korea University Library
Yeo-Taek Yoo	Korea National Assembly Library
He-Seung Yoo	Yungnam University Library
Kyu-Bum Lee	Pusan Teachers College Library
Mung-Hee Lee	Yongsan Library, 8th Army
Moon-Won Lee	Dong Sung High School
Sang-Cho Lee	Director Hankuk University of Foreign Studies Library
Soon-Ja Lee	Department of Lib, Sci. Yonsei University
Yong-Soo Lee	Inha Institute of Technology Library
Chul-Kyu Lee	Korea National Assembly Library
Taek-Joon Lee	Central National Library

Han-Yong Lee	Professor Yonsei University
Hong-Ku Lee	Chongro Public Library
Chong-Soon Im	Yonsei University Library
Byung-Wan Chung	Central National Library
Pil-Mo Chung	Professor Choong-Ang University
Tae-Doo Chung	Kang-won Do Education Research Institute
Hyung-Woo Chung	Yonsei University Library
Hwan-Sang Chung	Chung-Ju City Library
Seung-Dong Cho	Sook Myung Womens University Library
Jae-Hoo Cho	Pusan City Education Research Institute
He-Pong Chun	Professor Sungkyun kwan University
Kun-Man Choi	Executive Director Korean Library Association
Tal-Hyun Choi	Kyungbuk University Library
Sung-Nak Choi	Seoul Teachers College
Yong-Hwan Choi	Director Chun-nam University Library
Jae-Won Choi	Hankuk Social Work College
Chung-Sun Choi	USIS, ACC
Jin-Moo Choi	Librarian Naval Academy Library
Chang-Kyun Choi	Director Special City of Seoul Nam San Library
Chung-Sup Han	Taegu Girls Middle School
Chang-Yung Han	Director Che-Ju College Library

Chang-Uk Ho	USIS, Taegu
Ok-Ja Hong	Yonsei University Library

(4) **Koreans**

So-Jin Kwak	Cultural Advisor, USIS
Se-Ki Kim	Kyung-Ki Do Education Research Institute
Hak-Doo Kim	Kyung-Ki Do Education Research Institute
Hee-Bum Park	Vice-Minister of Education
Chang-Hoon Won	Director, Program Dept. Korean National Commission for UNESCO
Choong-Han Kim	Professor Indiana State University
Ick-Hyung Liu	Panmun Book Co., Ltd.
Kyong-Hoon Lee	Executive Secretary, KPA
Pyeng-Do Yi	President Korea National Academy of Sciences
Sang-Eun Lee	Professor Korea University
Tae-See Chung	Secretary General Korean Federation of Education Associations
Tong-Jae Cho	Program Advisor Asia Foundation-Korea
Chun-Keun Choi	Chief, Social Edu. Section Ministry of Education
Man-Nyun Han	President Ilchogak Publishing Co.

(5) **Foreigners**

Andres C. Cruz	Assistant Director The National Library, Philippines
Hsi Tse Ming	Councillor Embassy of the Republic of China

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Dorothy M. Frost	Vice President American-Korean Foundation
John A. Bannigan	Representative Korea Office, Asia Foundation
Carl F. Bartz, Jr.	Cultural Affairs Officer USIS
Theodore M. Welch	USIS, Tokyo
Doris A. Hunter	Staff Librarian Eighth U.S. Army
Sunshine B. Murphy	Librarian Special Services Library 19th GSG Yongsan District
Gary D. Walter	Librarian ROKF — Vietnam
Nancy M. Bemis	Librarian Special Services Library 23rd Direct Support Group
Sara E. Lindsay	Librarian Library Service Center Hq. Eighth U.S. Army
Nina Jacobs	Special Services Library 2nd Infantry Division
Charles Foster	PSD / USAID
Susan Buckwell	Sogang Jesuit College Library

OPENING ADDRESS

Distinguished guests and delegates.

It is my great pleasure to announce the opening of the Asia-Pacific Conference on Libraries and National Development under the auspices of the Korean Library Association.

I would like to express our sincere welcome to the delegates who have managed to spare time to attend this conference while they are so preoccuppied with their important work in the development of libraries in their own countries.

The nations in the Asia-Pacific area, separated from one another by vast distances, with different economic conditions, languages and customs and cherishing different traditions and cultural heritages, are now at the threshold of a new era of cooperation to achieve, through mutual understanding and trust in political, economic, social and cultural activities, a peaceful and prosperous Asia-Pacific region.

The developing nations, well aware of the importance of the role of libraries in national development, have sponsored a series of international meetings to exchange information and knowledge for library development. I do not feel it necessary for me to repeat here how much contribution each meeting has made for cultural exchange as well as library development among the nations which participated.

To mention a few will suffice. As you know, representatives of national libraries from 18 nations participated at the seminar which was held in Manila, the capital of the Philippines, under the joint auspices of UNESCO and the Philippine government from February 3 to 15, 1964 to deal with the theme of "the Development of National Libraries." The East West Center in Hawaii sponsored the seminar on "Librarian Training in the Developing Nations" for five days on May 2 – 6, 1966.

This conference, however, is unique as it is going to deal with the broader theme of library development in the Asia-Pacific area.

The development of a nation can be measured by the extent of the library development in that nation because libraries are a generating force of national development.

Especially in the developing nations, the libraries can and must play the central role in a successful execution of national development programs.

I can not emphasize too much the significance of this conference that is about to take place for the next three days because I believe that without developing libraries which can deal quickly and efficiently with the ever-increasing information and knowledge, no nation can succeed in its efforts towards modernization.

We must be able to proudly tell our future generations that we have created and operated fine libraries for them.

I sincerely hope that this conference will contribute to strengthening the tie among the libraries in the nations represented here and yield, through serious and sincere discussion and exchange of views, fruitful results that will contribute to developing libraries in each of your countries.

May I assure you that a peaceful and prosperous Asia-Pacific area depends upon the development of libraries in each nation of the area, and wish you, distinguished guests and delegates, good health and good luck.

I would also like to express our deep appreciation to the Ministry of Education and the Ministry of Culture and Information of our government and U.S. Information Service. Without their assistance, this conference would not have been possible.

Thank you.

May 28, 1969

Kang, Chu-Chin
President
Korean Library Association

CONGRATULATORY ADDRESS

It gives me pleasure to extend warm greetings to all the delegates, especially those who have come to Korea to attend the Asia-Pacific Conference on Libraries and National Development.

I believe that libraries can greatly contribute to the industrial and cultural development of a nation. Especially, in the developing nations today, the contribution of libraries to modernization is a crucial one.

That is why I see great significance in this conference where you ladies and gentlemen, representing libraries in the Asia-Pacific Nations. have gathered to discuss the role of libraries in national development and seek means for promoting international cooperation through library development.

I am convinced that this conference, thanks to your joint deliberations, will yield far-reaching results.

May 28, 1969

Il Kwon Chung
Prime Minister

WELCOME ADDRESS

Distinguished delegates and Ladies and Gentlemen.

On this happy occassion of the opening of the Asia-Pacific Conference on Libraries and National Development, I offer you congratulations on your achievements in the development of libraries, which has played a great role in the cultural advancement of mankind.

I also offer warm welcome to those of you who have taken the trouble to visit Korea.

I hope this conference, which is going to deal with the theme of Libraries and National Development, will become a forum for you to seek solutions for the common problems the nations in the Asia-Pacific region are confronted with, marking an epoch-making moment for the development of this region.

Today, every nation owes much to libraries for the political, economic, social and cultural advancement. So much has the role of libraries been expanded that without libraries we can not expect any improvement in our cultural life. For the library has important functions as a treasury as well as transmitter of human wisdom, the guardian of culture and the fountain of creativity.

The importance of libraries, however, lies not so much in its function as the custodian of books but as a crucial institution that can make substantial contributions towards national development as well as development of human culture.

That is why it is regrettable that libraries, due to the lack of facilities, public recognation, and efficient management, have not been able to fully perform these functions. While the kind of collection and facilities are crucial factors for a good library, how to operate is no less important.

I believe that there has never been a time in Asia and the Pacific when so much creative studies and development are needed as today for the common task of modernization.

I hope that the conference will demonstrate the new vision for the national development through efficient management of libraries and contribute towards the establishment of the "Asia-Pacific of wisdom and prosperity."

I wish you great success and good health. Thank you.

May 28, 1969

Hong, Jong Chul
Minister of Education

Annex 4

MASS MEDIA COVERAGE ON THE CONFERENCE

The conference held for three days under the topic, "The role of library in the process of modernization" was announced clearly by the masscom in Korea. The principal daily newspapers in Seoul announced the conference nearly 30 times for the session, May 25 through June 5, 1969.

The news included pre-information of the conference, actual process of the conference, editorials, and the introduction to the abstract of the these presented at the conference.

Management of Knowledge for Development

— The tasks Asia-Pacific Area Library Conference Should Attain —

The management of knowledge is the key of the progress of a nation. The prosperity of a nation depends on how knowledge is collected, managed and then delivered. For this, the modern society is called the information society, and the so-called knowledge industry has become the pivot of the society. It is natural that the more knowledge, the more important it becomes to manage the new knowledge. In this sense, the currently held "Asis-Pacific Area International Conference" may be evaluated highly. In the conference participated in by the library delegations, congressmen, government officials, educators and journalists from the nations — Australia, China, Indonesia, Japan, Philippines, Singapore, Thailand, the United States, and Vietnam. They are earnestly discussing what is the role of library in the process of modernization, under the strategic topic, "Library and National Development." Their common objectives are that libraries can promote the development of the country and rural communities, by reflecting their discussion on the governmental policy, and that they can promote the international cooperation through libraries. In those countries, the library system is mainly the management of information through records, preservation and delivery.

To tell about the current status of the libraries in Korea, there are 3,611 libraries, with the collection of 12,662,672 books; that is such a trivial level as a library for 10,000 people, and a book for every 3 men. Dr. Lee, Byung-do, a historian, said in a press conference that libraries played the role as the "delivery room for history," recalling the royal library of Egypt and Mesopotamia, and the "Bi-suh-jak" in China, and the same "Bi-suh-jak" in Koryo dynasty, and the "Kyu -jang-kak" of Yi dynasty. We doubt, however, whether the current libraries of our country are ready to play such a historical role in today's information society. First of all, it is the matter how the library facilities are, and what is the quantity and quality of the collection. It may be more important that the collection is reserved for functional delivery. The collection without catalog is no more than a dump of paper. When the catalogue is not available for those who need it, even though a catalogue may exist, the result will be nearly the same. The most essential to us is that we make the data most serviceable, by the revolutionary management of information, and it is urgently requested to systemize in a a integrated national documents' preserving organization, as soon as possible, all the collected and scattered documents and records, doing nothing, in the National Central Library, Congress Library and the Kyu-jang-kak, so that they may be used actively and easily every day.

If a library is the delivery room of history, the librarians may be the midwives. Thus, as the technician of records and reservation and delivery, librarians play the pivotal role in the history of culture. It is significant that many librarians are quitting their job in the age when more and more librarians are demanded. It is true that they are not properly provided salary, but more fundamental problem is the lack of their social recognition to their duty, and the insecurity for their future may cause the phenomenon. Then, a counter-measure against such facts must be urgently established. Thus, the recognition of "knowledge is power" is not systemized nationally. In the age when a nation's existence depends upon the technology of how to manage knowledge and information, it is nothing but a national contradiction that we are situated in the condition as mentioned above. Without the revolution of knowledge, we can hardly expect progress, and this requests the national support for the new library movement.

We wish that the conference of this time may become a milestone, on the way of this regional development, by achieving expected results.

(Editorial of the Hankuk Ilbo, May 29, 1969)

Cultural People who Read Books

We must be a nation who are very anxious to read books.

It makes real sense in our country which is considered now to be in the step jumping or going forward not only in the scientific development but also in every field that the Korean Library Association has held, for the first time, the Asia-Pacific Area Library Conference, participated in by the delegations from 10 and more countries, such as, the United States, Australia, China, Japan, Indonesia, Vietnam, in the Academy House, from the 28th, under the subje[illegible] "The role of library in the process of modernization". The sense will mean not only that such an international event was held in our country for the first time, but that it will bring a point for our people to reflect, for our society to caution something, at present when the "colossalism" appearing as the by-product of modern civilization is spreading, when quality is neglected but appearance is merely imitated, just like the "empty cake", and when readers are more and more decreasing and the true power to be obtained through true, powerful and fundamental information and knowledge is gradually ignored. In this belief, we would emphasize the significance of the conference. Today, reading is not a cultural accessory for the culture and for one of the cultivations of civilization. Now is the very age when the absorption of knowedge and information and culture through readings has become the key whether we can exist in the world. Furthermore, it may be said that reading will determine whether the society we live in and the nation and her people can be prosperous or become failures, to be exterminated from the surface of the earth.

The libraries should be large in number, and the collections also large, and the library activity to offer the facilities and information shall have to be very active. However, if a library remains in the old system and form, it will not come out of the state of books and dust and empty space as calm as death. Now, libraries must not be simple places for books. They should be not only the "Center" offering spiritual nutrition to the people, but the center of spiritual "recreation," and they should be the "counselling service center" to solve all the difficult information, intellectual problems, or internal human problems. The method and facilities should be speedy, easy, intellectual, and smart, with the artistic information, too. Libraries must not be a gloomy place. They should be a kind, cheerful, and humane place . It is rather ironical that we have the "Week for Reading". It is ridiculous like having a "Week for Taking Meals."

A people will not be called a cultural people, unless they feel thirsty against reading, with the thoughts such as, "knowledge only gives us life," "knowledge is power", and "knowledge is unique capital."

Millions of new research effects and academic theories and the wisdom of life and new technical methods come out to us in a year. There is no particular "masscom center." All the information and wisdom which are original in the masscom should penetrate into the individual life of human beings by the electronic method. Libraries have the greatest role in the process of modernization. They, therefore, have to be equipped with movie room; micro film, and projection room; show room to exhibit ancient items; record room, and booth, where we can hear the vivid voices of ancient saints, great men, scholars, and leaders, and where we can listen to the drama or music from classics, as they were. This may be the revolution of library, and this may be the urgent works for us to do a spiritual awakening of the people, for their growth and the development of their creative potential.

(Editorial of Daehan Ilbo, May 30, 1969)

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